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ABSTRACT

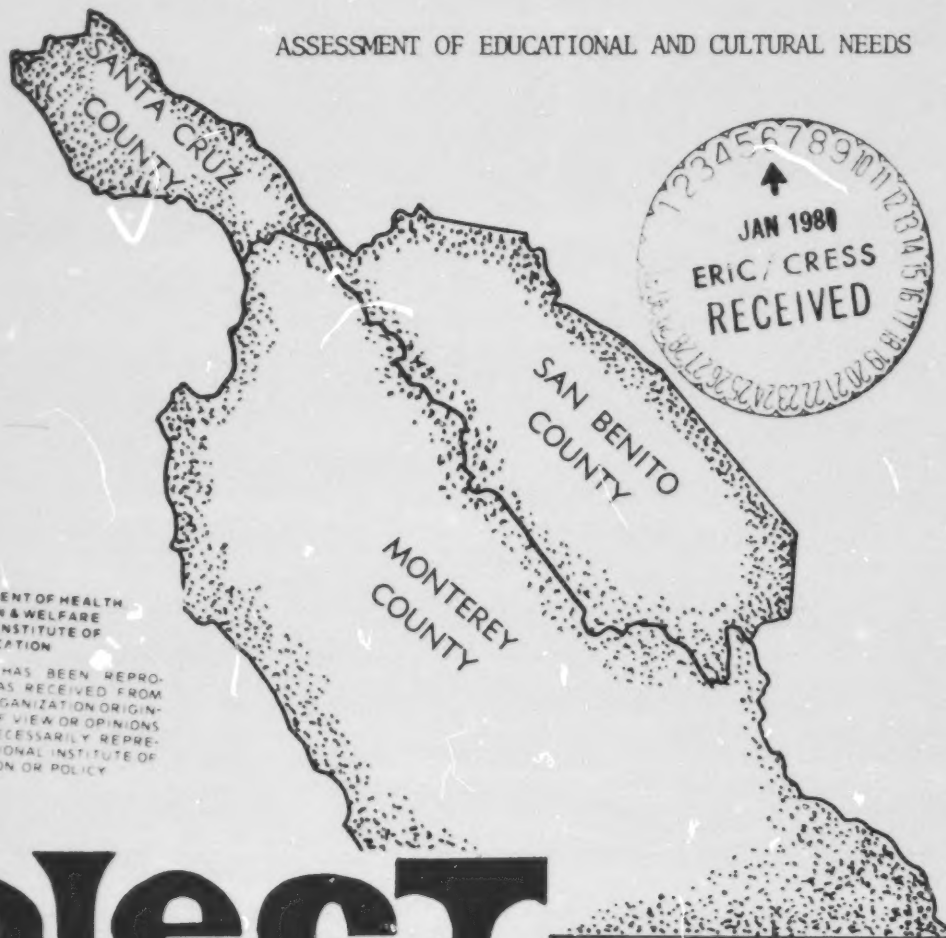
Information was obtained from staffs of selected schools, from samples of eighth and twelfth grade students, and from group interviews with community representatives and school leaders for the purpose of detecting the inadequacies and shortcomings of California schools in a three-county region. Problems emerged in the areas of curriculum balance and vocational training, instructional techniques, educational efforts directed toward students of varying ability, and social factors which affected the schools. Staff responses indicated a need for development of measurable, sequential objectives. All communities expressed a need for schools to assume more of the functions which other social institutions had shared in the past. Data indicated that schools in the region should evaluate their own needs to: (1) clarify their goals in terms of measurable objectives for all students, particularly with regard to vocational training for non-college bound students and the instructional program for students of low academic ability; (2) become aware of discrepancies between staff and student perceptions of needs and values; (3) develop a willingness by staff members to consider promising educational alternatives to conventional patterns of instruction; and (4) assess their responsibility for involvement in the community to deal with the social forces which affect the success of the school program. Appendices consist of samples of questionnaires used in the survey, summarized responses, and descriptions of the school groups surveyed. (CH)

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PROJECT FOR EDUCATIONAL INNOVATION

ASSESSMENT OF EDUCATIONAL AND CULTURAL NEEDS



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Project

EDINN

A Supplementary Educational Center serving the Central Coast Counties of California

AN ASSESSMENT OF EDUCATIONAL AND CULTURAL NEEDS IN THREE COUNTIES:
SAN BENITO, SANTA CRUZ, AND MONTEREY, CALIFORNIA

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PROJECT EDINN
EDUCATIONAL INNOVATION

A Supplementary Educational Center Serving Children, Youth, and Adults
in the Counties of San Benito, Santa Cruz, and Monterey, California

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FOREWORD

A survey of the educational needs of an area is necessarily directed at the problems, shortcomings, and deficiencies that give rise to needs. Because of this, the reader of this report may lose sight of the fact that the schools are doing many things well and that they are not simply repositories of problems and inadequacies. It should be emphasized, therefore, that this is indeed a survey of educational needs or problems and not an overall assessment of the content, operation, and product of the schools.

Because of the problem-oriented nature of the task, Project EDINN's staff and directors chose to seek an outside, independent research organization. It was EDINN's belief that such objectivity would enhance the value of the findings. For allowing us complete independence and freedom from pressures to conform to preconceived outcomes, this survey team is indebted to Mr. Edwin Coffin, Miss Beatrice Ward, and to the Board of Directors of Project EDINN and is grateful for the support they provided. The conclusions appearing in this report are the sole responsibility of the authors and do not necessarily reflect those of the staff and directors of Project EDINN.

The survey team are all staff members of the Human Resources Research Office of the George Washington University which was asked to perform the survey. Dr. Howard H. McFann, Director of Research of the Monterey Office, is the original contracting agent.

Being able to complete a broad survey of this type within the six-month time limits required the assistance of a number of people. Special acknowledgement is due Miss Annette Mahikoa for assisting in the data collection, data analysis, and preparation of the report, and to Mrs. Bradford Parker for her editorial assistance.

The survey team also wishes to acknowledge the support provided by Mr. William Cagney, Superintendent of Schools, San Benito County; and Mr. Norman Lien, Superintendent of Schools, Santa Cruz County. Through their efforts and the efforts of their staffs we were able to obtain the essential cooperation of the participating schools.

Finally, special thanks are due the many administrators and teachers without whose cooperation this survey could not be possible. We recognize the imposition on teachers and administrators of "another" questionnaire and wish to thank all those who patiently gave of their time and cooperation in participating in this survey.

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PART I

DESIGN OF THE SURVEY

Introduction

In surveying the educational needs of a large, diverse geographical region, two questions are fundamental:

- (1) To what extent do the many schools in the region share common needs?
- (2) To what extent are identifiable needs associated only or primarily with particular types of schools within the region?

Ideally, answers might be sought by surveying all schools. In the absence of time and money for this inclusive task, a representative sample of schools was selected for the survey. Details on this selective procedure will be treated in a later section of this chapter. It need only be said here that the sample does indeed represent the diverse types of schools and communities in the region to the degree that generalizations and conclusions regarding both common and unique problems in the larger region should be reasonably valid.

Two major categories of variables are present in the survey and its results. One category is represented by the types or classes of schools portrayed in terms of location, economic status, and other variables; but in any case with the type of school as the variable. The other major variable cuts across school lines and involves breaking the entire student sample into Low, Middle, and High ability groups, as measured by standardized school ability tests. Cutoff points for these groups were the 30th and 70th centiles as defined by national norms for the test involved, the low group falling below the 30th centile and high group above the 70th centile. It seemed critical to our purpose to utilize a breakdown or a student variable that would have meaning in terms of differing student values or perceptions. Accordingly, the bulk of our analyses utilize both school characteristics and student characteristics.

Instruments

Information was obtained from three basic sources: 'A questionnaire administered to the staff of selected schools; a student questionnaire given to samples of 8th and 12th graders; and group interviews with community representatives and school leaders. Each is described in detail in this section.

Staff Questionnaire. In designing this questionnaire, we were guided by three overall aims. First we wanted the school staffs to respond to selected items which also appeared on the student questionnaire in order to determine the degree of agreement between the two groups. The premise is that if a significant discrepancy exists between the responses of teachers and pupils on questions concerning instructional goals or procedures, such a situation may point to an educational need in that the values and attitudes of students are misperceived by teachers. This premise is, in turn, based on the assumption that an effective educational program requires a basic agreement between learner and teacher on the purposes and values of the overall experience. Part I of the teacher questionnaire consists partly of items designed for this purpose; these items, along with teacher responses by school groups, appear in Appendix B. Also included in Part I are a number of items designed to reveal teachers' attitudes toward their school and their roles as teachers.

The second aim in the design of this questionnaire was to derive an estimate of the discrepancy, if any, between desired educational objectives and the current attainment of these objectives. The objectives presented in Part II of the teacher questionnaire are a distillation of the cognitive and affective domains formulated by Benjamin Bloom and his associates. There are a total of 26 objectives, but any one respondent was asked to

respond to only 11. This allows for a reliability check as well as keeping the task within manageable limits. Teachers were asked to rate, on a four-point scale, how essential they felt each objective was for low, middle, and high ability students. They were also asked to judge, on a four-point scale, the degree to which they believe their school is currently meeting or fulfilling each objective. This estimate is in lieu of a direct measure of objectives and their attainment, but should provide a reasonable indication of the size of the perceived difference between attainment and goal.

The third aim was to obtain staff perceptions of general areas which seem to represent problems confronting American education at the present time. These "problem areas" were selected on the basis of a number of discussions with groups of educators. Teachers were asked to rate the severity of each problem in their school and then indicate, by checking or writing in, what activities or programs their school might engage in to help resolve the problem. It was felt that findings from this section would provide valuable leads as to the commonality or uniqueness of problem areas among schools.

Student Questionnaire. The basic premise underlying the design of this questionnaire is that information pertaining to students' perceptions of their own "needs," of their experiences in schools, and of themselves as students is useful in attempting to determine educational needs. Current educational philosophy is closely bound to the notion of "meeting students' needs," yet it is quite likely that, in practice, this more closely approximates what the community and educators think these needs should be rather than what students think they are. This is not to say that educational decisions should be based solely on student needs and

values. Nevertheless, if there is a wide discrepancy between school and student definition of needs, or between student-defined needs and the objectives of the school program, then an educational need can be inferred which could be met by attempting to change the program, by attempting to change the students, or by a combination of both.

The student information was collected by questionnaires administered to samples of 8th and 12th grade students. The two questionnaires appear in Appendix A. We originally planned to administer questionnaires to a 4th grade sample, but preliminary trials and a look at the research literature which utilized paper and pencil questionnaires with this age group led us to the decision that little valid information would come from this source.

In general, the student questionnaires are designed to reveal some indication of how students respond to the following topics:

Given to 8th and 12th Grade Students:

1. Purpose of school
2. The value of education
3. Likelihood of future success
4. Perceived obstacles in school success
5. Attitude toward specific courses
6. Use of counseling-guidance services
7. Attitude toward school practice (operation)
8. Perceived success in reading and writing

Given to 12th Grade Students only:

1. Perception of schools' efforts with varying ability groups
2. Perception of factors influencing life's chances
3. Aspiration and factors influencing career choice
4. Perception of and preference for emphasis in school programs
5. Eight-point "persistency" scale
6. Eight point "self-confidence" scale

In designing the questionnaire, we deliberately limited its length so that it could be completed by all students with a regular class period. Several tryouts were made in a school not in the final sample and necessary changes were made. All items were reviewed and edited in several meetings with teachers and were finally reviewed by school officials involved. Administration conditions varied from school to school. In some instances, all pupils were assembled at one place and one time. In other instances, pupils were administered the questionnaire in their regular classrooms. Students were informed that they did not have to fill out the questionnaire if they did not wish to and were allowed to leave out any item they did not wish to answer. No students refused to respond to the questionnaire as a whole although some declined individual items.

Group Interviews. A major consideration in the establishment of a Title III Center is the desirability of utilizing schools in a broader capacity than is customary under the provisions of a formal K-12 program. Simultaneously, the possible utilization of community resources by the schools is an objective of the Center. In the initial planning, serious consideration was given to a formal broad-scale survey of the communities

in the region in an effort to find out: (1) What the schools were currently providing to the community; (2) What the community was providing the schools, and finally; (3) What each could do for the other that was not now being done. It soon became apparent that such a broad-based survey was impractical if we were also to survey the schools as intended. As a compromise, it was decided to interview groups of individuals who represented their communities. These groups were School Boards, Advisory groups which had been created during the initial planning phases of the Title III Center, and other citizens meeting with these groups.

Another important aspect in establishing a Supplementary Education Center is the determination of the feelings and attitudes of the local communities toward the roles and inter-relationship of their schools and the Center. During the group interviews we attempted to elicit feelings, attitudes, and suggestions regarding the Center-community relations.

The interviews were semi-structured. A list of general questions was supplied in advance to the participants to allow them time to think about the topics before the interviews occurred. The survey staff played a non-directive role and, after introducing each topic, encouraged full participation, interceding only to provide direction and structure if the discussion wandered. Detailed notes were made during the interview sessions and were written up very soon after the interview ended. Results from these interviews are reported in Chapter VI in the form of needs, attitudes, and suggestions provided by the groups interviewed.

Sample

The three-county area contains fourteen public high schools and five small parochial high schools. Approximately 50% of the total population in the 5,159 square mile area is to be found in three urban centers (each

more than 50,000). These urban centers and the rural agricultural-ranching areas present the two distinct characteristics of the region. Many parts of the non-urban area are faced with a large migrant farm population, most of which is Mexican-American. The urban centers support light industry, trade, and tourist communities; there are no dense city areas within them. One of the centers is located near a big military installation and thus supports a large non-permanent population.

Our sampling strategy centered on the idea of picking a number of "school groups" which would represent the different types or kinds of schools existing in the three-county area. A "school group" is defined as a high school plus associated junior high and feeder elementary schools. In many instances, with the exception of the parochial groups, the school groups cut across legal school district divisions.

The type of "school group" was defined by consideration of four characteristics. These four characteristics and their categories are presented in Table 1.

Table 1	
Four Characteristics Defining <u>Types</u> of School Groups and Their Categories	
<u>Characteristic</u>	<u>Categories</u>
1. Ethnic Makeup	Percentage of Negro, Mexican-American, Caucasian, and other pupils
2. Urban, Non-urban	Predominant makeup of student population: those living in communities over 20,000; between 5,000 and 10,000 (small towns); or in unincorporated areas.
3. Predominant Socio-economic Status	The County Office of Education, each school administration, and the survey team characterized each school by the modal estimated distribution of families of the pupils involved, using a seven-step scale.
4. Size of High School	Large-over 2,500; Medium-700 - 2,500; Small-under 700.

SCHOOL	ETHNIC COMPOSITION				GEOGRAPHIC LOCATION			SOCIO-ECONOMIC LEVEL						SIZE OF HIGH SCHOOL		
	C	N	M-A	Other	City	Rural	Small Town	LL	ML	UL	LM	MM	UM	Large	Medium	Small
1. A	95+	--	--	--		(x)	x				X	●	X		x	
2. B	99	--	--	--			x					X	●	X	x	
3. C	95	05	--	--	x						X	●	X	x		
4.* D	40	50	05	05	x				X	●	X				x	
5.* E	95+	--	--	--		x					X	●	X			x
6.* F	60	--	40	--		x			X		●	X			x	
7. G(p)	95+	--	--	--	x						X	●	X			x
8. H	50	--	50	--		(x)	x		X	●	X				x	
9.* I	65	--	25	10		(x)	x		X	●	X				x	
10. J	95+	--	--	--	x		(x)				X	●	X		x	
11.* K	95+	--	--	--	x					X		●	X		x	
12.* L	70	--	25	05	x		(x)			X		●	X	x		
13. M	75	--	15	10	x	(x)			X		●	X			x	
14. N	80	--	20	--		(x)	x			X	●	X			x	
15. O	85	--	15	--	x	(x)			X	●	X				x	
16. P(p)	95+	--	--	--	x						X	●	X			x
17. Q(p)	95+	--	--	--	x						X	●	X			x
18.* R(p)	90	05	--	05	x						X	●	X			x
19. S(p)	95+	--	--	--	x						X	●	X			x

LEGEND: C = Caucasian

N = Negro

M-A = Mexican-American

* = Selected for sample

LL = Lower-lower

ML = Middle-lower

UL = Upper-lower

LM = Lower-middle

MM = Middle-middle

UM = Upper-middle

X—X = Socio-Economic Range

(p) = Parochial school

(x) = Secondary characteristic

● = Mode

Table 2

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A complete breakdown of the 19 school groups and their classification according to each of the four characteristics can be seen in Table 2. To illustrate: School "H" is 50% Caucasian, 50% Mexican-American; it is located in a small town in a rural region; its socio-economic range is from middle-lower to lower-middle; the high school is medium-sized.

In selecting our sample of schools, we were influenced by practical considerations of time and staff as well as by the characteristics of the region on which we based our sampling decision. In addition, one school group originally selected was unable to participate and the school group which had to be substituted for it did not have exactly the same characteristics. Nevertheless, the school groups participating in the survey are an accurate reflection of the schools and area characteristics in the three-county region.

It should be pointed out that many of the 19 school groups have diverse feeder systems within them. For example, one group may have two or three elementary schools which are predominantly of a certain ethnic and socio-economic makeup while other elementary schools in the same group would differ markedly on these characteristics. The high school, of course, would reflect the total composition. In such cases, our feeder system reflected the diversity of existing characteristics. Thus, the characteristics in Table 1 reflect the particular feeder system selected, as much, if not more, than the high school representing the group.

From the 19 school groups existing in the three-county area, we selected seven as our sample. These seven reflect fairly well the range of the four characteristics used to define a group and are described in greater detail in Appendix F.

The seven high schools comprising the sample are listed in Table 3 along with their characteristics.

Table 3				
The Seven High Schools Comprising the Sample and Their Characteristics				
School Group	Area	Ethnic Composition	Size	Socio-Economic
10	Non-urban	Mixed*	Medium	Low
20	Urban	Mixed*	Large	Moderate
30	Non-urban	Homogeneous	Small	Moderate
40	Urban	Homogeneous	Medium	Moderate
50	Urban	Mixed*	Medium	Low
60	Non-urban	Mixed*	Small	Low
70**	Urban	Homogeneous	Small	Moderate

*Student population more than 25% non-caucasian.
 **Parochial school group.

Table 4 presents the number of 8th graders, 12th graders, and staff included in the sample by school group. The figures cited are the total number of returned and usable questionnaires. The number of students and staff actually enrolled or employed in each group is larger.

Table 4			
Sample Size by School Group, Grade Level, and Staff			
School Group	Number of 8th Graders	Number of 12th Graders	Number of Staff
1	235	169	78 (4 schools)
2	289	199	128 (7 schools)
3	114	73	63 (4 schools)
4	149	138	116 (4 schools)
5	300	297	176 (6 schools)
6	130	85	42 (3 schools)
7	69	54	35 (3 schools)
TOTALS	1,286	1,015	638

Presentation of Results

Results of the questionnaires are presented in terms of four major problem areas which emerged in the survey.

Chapter I deals with curriculum balance, particularly as it affects the education of non-college bound youngsters who constitute the majority of students within the public schools.

Chapter II examines instructional techniques, such as individualization of instruction and the role of the teacher.

Chapter III considers the educational efforts of the schools in terms of student ability, with special emphasis upon the needs of low ability students.

Chapter IV focuses upon the social problems whose impact is felt within the schools, e.g., the presence of non-English speaking or culturally deprived students, and such factors as dropouts, truancy, and delinquency.

Additional chapters report on the objectives presented in Part II of the Staff Questionnaire (Chapter V) and the interviews conducted with community representatives (Chapter VI), followed by a Summary and Conclusions Section.

It should be noted that both staff and student responses to the questionnaires are presented in table form in the appendices. Results are given for each school group and each student ability level within a school group, as well as the overall pattern of the three-county region. Although there are frequent references to these tables in the text, the reader will find many subsidiary points of interest in a study of the tables since only the highlights of the findings are discussed in the main body of the report.

PART II

ANALYSIS OF RESULTS

CHAPTER I

Curriculum Balance and Vocational Training

Emerging as one of the most important educational problems in the three-county region is a lack of job preparation for non-college bound students. All staff members in the seven school groups sampled were asked to rate the extent to which "Significant numbers of non-college bound youngsters not prepared for jobs" constituted a problem in their district. School Groups 5 and 6 rated this a "critical problem"¹ and School Groups 1, 2, and 3 an "important problem." Noteworthy is the fact that the two school groups perceiving this as an unimportant problem have the lowest proportion of minority group membership and the highest socio-economic rating of the seven school groups in the sample. Frequency and percentage of staff responses in the various rating categories are shown in Appendix D, Item 1-A.

One of the first questions arising in relation to this problem area concerns the relative size of the segment of the school population to which it applies. To determine what proportion of the high school graduating classes within the sample plan to enter the job market, go to college, or receive further training, twelfth grade students were asked, "Right now, what are your most realistic plans for the first year after high school?" (Appendix A, Item 19.) The seven response alternatives which received at least 5% response from any one school were combined into four classes: (1) Four year college, (2) Formal technical or vocational training in Junior college or other schools, (3) Military service,

¹In this and all subsequent references to staff response to a problem area, the adjective "critical" refers to a mean score of two or more on a three-point scale, "important" to a mean score of 1.60 to 1.99, and "unimportant" or "minor" to a mean score of less than 1.60.

and (4) Direct entry into the labor force. The percent of students in each school group and for each ability level responding to each of the four classes is presented in Table 1-1, as well as the school group totals, ability group totals, and overall sample total.

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Table 1-1														
Percent of High School Students, By School Group and Ability Level, Indicating Plans For the First Year After High School														
	COLLEGE BOUND*					NON-COLLEGE BOUND								
School Group	Four-Year College				Tot	Tech/Voc Trng.				Tot	Military			
	High	Mid	Low			High	Mid	Low			High	Mid	Low	
10	61	33	19		36	31	44	42		38	07	10	18	11
20	65	33	26		50	27	37	47		33	04	11	05	07
30	47	38	20		41	34	50	70		44	08	13	10	09
40	54	33	26		43	30	40	26		33	08	04	32	10
50	65	40	13		44	22	38	57		36	09	08	17	27
60	71	50	40		53	19	23	24		22	05	19	20	15
70	73	48	--		56	27	20	--		28	00	12	--	06
TOTAL	62	38	20			27	37	45			07	10	18	
SAMPLE PERCENTS	46%					34%					10%			
											54%			
											10%			

*Includes those students in Junior College Liberal Arts Program.

The major finding is that when staffs indicate "a significant number of non-college bound youngsters" they are, in effect, talking about 54% of the total student population, by any criterion a "significant number." Excluding the 46% who indicated plans for college, it would seem that by their stated intentions, the majority of non-college bound youngsters (34%) feel that their 12 years of schooling are not adequate preparation for entry into the job market.

As could be predicted, the expressed plans of students when broken down by ability level reveal significant differences. Almost two-thirds of the high ability students indicated they planned to go on to college while slightly more than a third of the middle ability and one-fifth of

the low ability students said they had college plans. On the other hand, 17% of the low ability students have plans to enter the job market directly after graduation while only 4% of the high ability group plan to do so.

Two points of interest appear in regard to the individual school groups involved. The first is that School Group 4, one of the two schools whose staff did not see this problem area as important or critical, has as many non-college bound youngsters as the three-county region average, although it would have been predicted that this school group would have had appreciably fewer. One can only speculate as to why the staff at this school felt the problem to be less important. There is no evidence from data collected in this survey nor from inspection of the high school course of instruction that the curriculum emphasis or content differs from other schools. There is, in fact, evidence to the contrary obtained through interview with the school board and interested citizens that the problem of job training of their youth is quite serious. It may simply be that the staff needs to be alerted to the problem. The other school group which did not rate this problem area as important, School Group 7, has the highest proportion of college-bound youngsters in the sample.

The second point of interest is that School Group 6 has a disproportionately large number of low ability students who indicate plans to attend college (40% in contrast to the overall 20% in the three-county region). It would appear that this is somewhat unrealistic planning and might suggest the need for more intensive counseling. The remaining schools in the sample do not differ from the overall percentage discussed above.

Another question which arises in relation to this problem area concerns the relative value placed upon job training by students and teachers. Staff members and both age levels of students were asked to choose from five alternatives "... the most important thing a person can obtain by going to school." Table 1-2 summarizes these findings by percentages of teachers and students choosing the various alternatives for the three-county region.

Table 1-2									
"What is the <u>most important</u> thing a person can obtain by going to school?"									
Response Alternatives	% Overall Sample			% By Ability Groups					
	Staff	Students		8th Graders			12th Graders		
		8th	12th	H	M	L	H	M	L
(0) How to get along with other people	11	14	11	10	14	15	13	10	09
(1) Facts	01	05	04	06	07	03	04	04	07
(2) How to think	49	12	22	18	08	08	29	19	13
(3) Training for a job or career	07	59	41	54	59	67	31	47	52
(4) An appreciation of things and ideas	32	10	22	13	13	07	23	21	20

An inspection of Table 1-2 reveals a significant difference between the relative importance the staff places upon the five available alternatives and that placed upon them by students. These findings do not suggest that the staff or the students do not value alternatives which they did not mark, but that, relatively speaking, some are seen as more important than others. The pattern of choices of the staff, however, may be interpreted as a contributing factor to the existence of the problem; one is not surprised to find that there are many non-college bound youngsters who are not prepared for jobs when so few of those responsible for educating them (07%) feel job preparation to be a principal aim (59% of the students do).

The problem for the schools becomes further complicated when student responses are broken down by ability group. Table 1-2 shows a clear and significant difference among the groups; as ability level decreases, educational aims change. Thus, 31% of the high ability 12th graders see job and career preparation as most important; this is contrasted with 47% of the middle ability group and 52% of the low ability group. This ability group difference is consistent for all schools in the sample. Of incidental interest to a discussion of this problem area is the shift in pattern from 8th to 12th grade. All ability groups tend to perceive job or career preparation as less important as the grade level increases, with a concomitant increase in other aims. This may be due to the fact that the more job-oriented may have dropped out of school by the twelfth grade.

The findings reported above indicate a clear discrepancy between staff and student priorities. To get a fuller picture of student priorities, 12th grade students were asked to indicate their preferences among curricula, stressing, in turn, academic preparation, training for a job or career, and preparation for responsible citizenship. They were also asked to indicate where they felt the primary emphasis was placed in their school. Students from all schools and from all ability levels strongly indicated their preference for a curriculum that placed heavy but equal emphasis on all three areas. However, when they were forced to indicate a preference when only one type of curriculum was emphasized, the students preferred a school stressing job preparation. To illustrate, students were presented with eight fictitious school descriptions (Appendix A, Item 21) and were asked if they would like to attend a school which

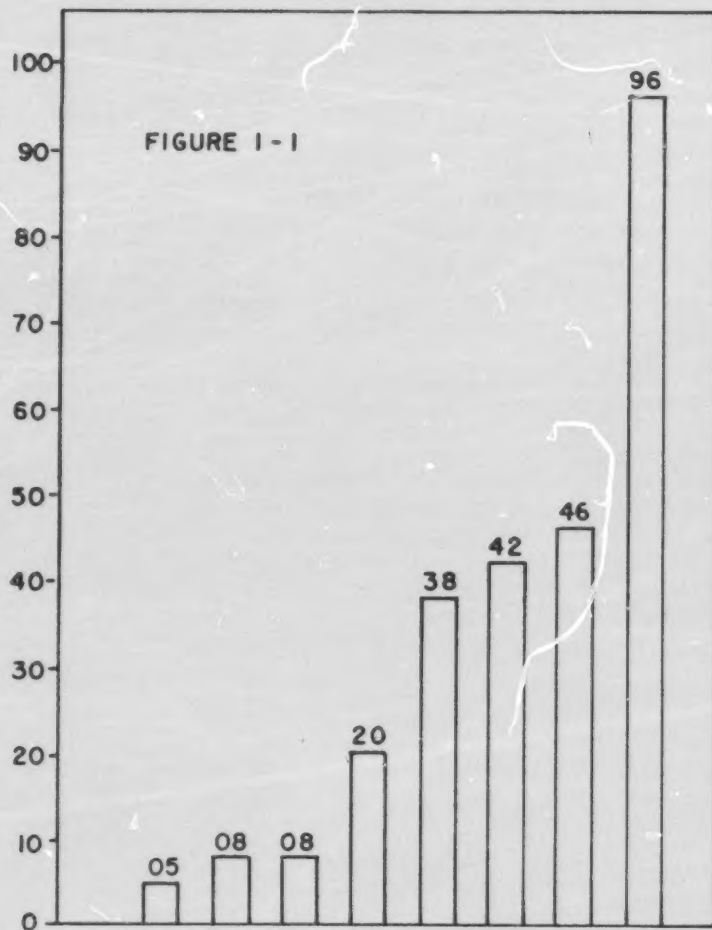
emphasized job preparation (School D, Figure 1-1) instead of citizenship or academic preparation. Twenty percent indicated that they would, in contrast to the 8% willing to attend a school emphasizing citizenship preparation only (School B) or academic preparation only (School C). Figure 1-1 shows the percentage of students saying they would like to attend a school having the curriculum emphases described on the abscissa. In general, the results indicate that students, if they have to choose, would prefer somewhat more emphasis to be placed on job preparation while neither academic nor citizenship preparation are clearly preferred over each other.

However, when student preferences are broken down by ability group, as shown in Figure 1-2, a different picture emerges. The high ability group shows a clear preference for academic emphasis followed by citizenship preparation, and lastly, job training emphasis (School E, Figure 1-2). The order is reversed for the low ability group: Job training, citizenship, and academic preparation (School G, Figure 1-2). The middle ability group shows a preference for job preparation, but to a lesser degree than the low ability group, followed by citizenship and academic preparation. The significant differences shown in Figure 1-2 hold for all school groups involved. Furthermore, these ability group differences are far greater than any observed differences between schools in the sample.

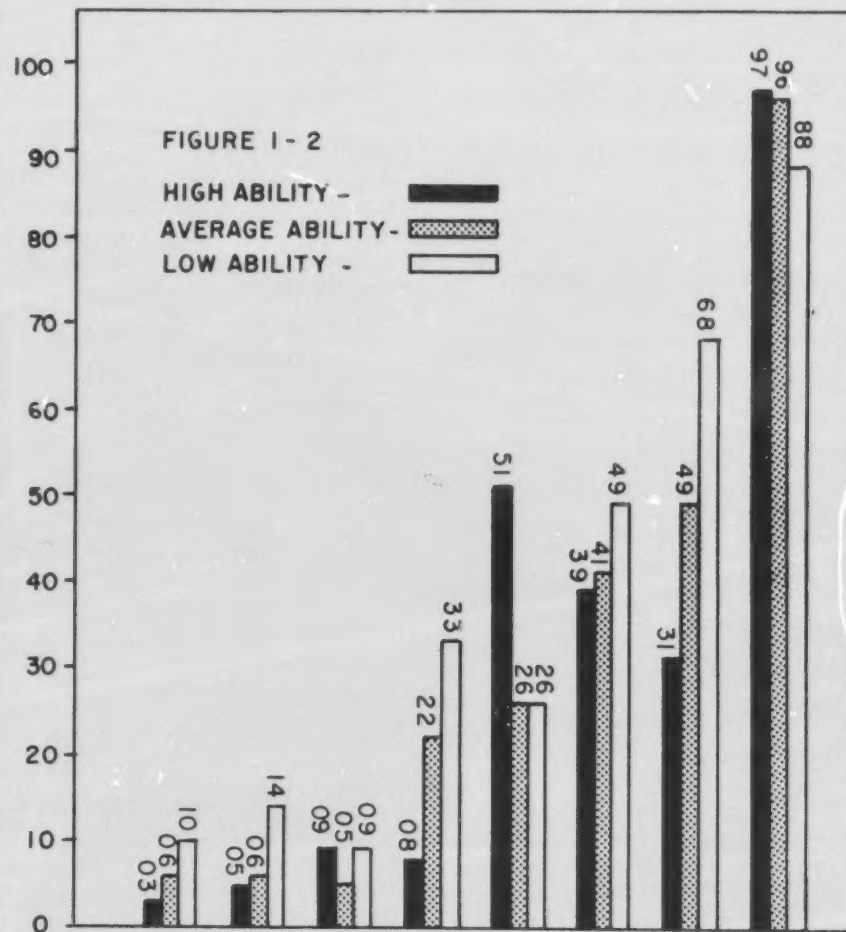
The students' perception of the current curriculum balance in their schools is presented in Figure 1-3 which shows the percentage of students who describe their school as having the particular emphasis indicated on the abscissa. These eight fictitious schools are ordered identically as in Figure 1-1, and a comparison of the two to ascertain preferred vs. perceived curriculum balance is enlightening.

Percent of Students in the Three-County Region Indicating Preference for a School Emphasizing
Job Preparation, Academic Preparation, and/or Citizenship Preparation

All Schools Combined



All Schools, By Ability Level, Combined

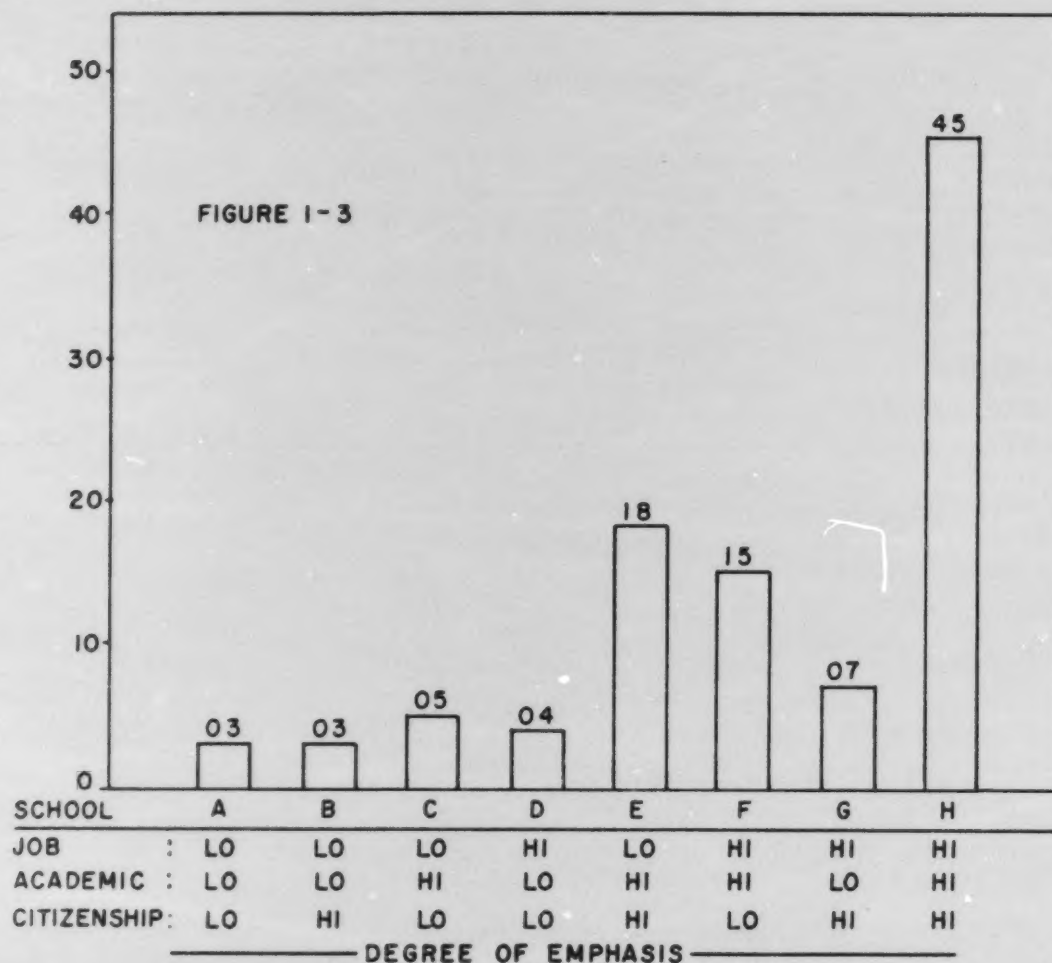


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SCHOOL	A	B	C	D	E	F	G	H	DEGREE OF EMPHASIS		
JOB	LO	LO	LO	HI	LO	HI	HI	HI			
ACADEMIC	LO	LO	HI	LO	HI	HI	LO	HI			
CITIZENSHIP	LO	HI	LO	LO	HI	LO	HI	HI			

Although 96% of the students expressed a preference for a school which places equal and heavy emphasis on all three areas, less than half (45%) perceived their school as being that way. The remaining 55% perceived their schools as placing the major emphasis on one or two of the areas to the exclusion of the other(s). The only appreciable consensus within this 55% is the 18% who perceive their school as not emphasizing job preparation and the 15% who perceive an absence of citizenship preparation.

Students' Perception of Curriculum Balance in Their School:
All Students Combined, By Percents



From these findings two conclusions emerge. First, there is substantial disagreement among students as to what the curriculum emphasis in their school actually is; second, there is a substantial discrepancy between preferences and perceptions. Only one of the seven schools differed appreciably from the total pattern shown in Figure 1-3. Fifty percent of the students in School Group 7 perceived their curriculum to be high in academic and citizenship preparation and low in job preparation as compared to the overall percentage of 18%. This is one of the two schools where staff did not perceive the problem area to be important or critical, yet its students, like all the other students in the sample, indicated a preference for a strong emphasis in all areas. To check whether the lack of consensus among students' perceptions of the curriculum was related to ability level, an analysis by ability group was performed; no appreciable deviations from the pattern shown in Figure 1-3 appear.

As a whole, these findings give strong student corroboration to staff concern over the problem of vocational training for terminal students. They also bring into question the curriculum balance within the schools. Interestingly enough, when staff members were asked to rate the importance of "...imbalance in the existing curriculum" as a problem in their school district, the majority of teachers in six of the seven school groups described it as minor or non-existent. To the extent that it was considered a problem, "more emphasis on vocational-industrial training" was by far the preferred solution. (The ratings by school groups and responses to the proposed solutions are presented in Appendix D, Item 11A and 11B. Since the other alternatives available involved a choice among greater academic emphasis, or more emphasis in such fields as humanities and arts,

business education, and athletics, this result further substantiates the existence of a need in this area of the curriculum above that in other areas. It is possible that it is not the curriculum balance itself which is in question but the effectiveness of the vocational programs currently being offered. It is quite likely, although there is little empirical evidence from the survey to validate this, that many students perceive the current so-called vocational program or curriculum as quite inadequate and thus by expressing their preference for more emphasis in this area may actually be indicating a desire for an upgrading of that aspect of their school's program.

Whether the situation reflects curricular imbalance or merely the need for upgrading the vocational aspect of the school program, it has many implications for educational planning. To the original question concerning "... significant numbers of non-college bound students not prepared for jobs," the only two alternative solutions which received sizable staff support were "more emphasis on vocational training courses" and "more use of local craftsmen and industry and business in job training these youngsters" (Appendix D, Item 1B). The latter solution, the use of community resources, was also frequently mentioned during group interviews with Advisory Boards and School Boards as a highly desirable solution to what these groups, too, perceive as an important need.

In regard to the proposal for more emphasis on vocational training courses, the findings suggest that placing greater emphasis on vocational training is not practical if this means the slighting of other educational aims. It would appear that the concept of separate curricula for different groups of students would be effective only if all of the curriculum areas

were equal in strength. However, the critical decision faced by the elementary and secondary schools is whether job training should be left to other institutions such as colleges, unions, trade schools, secretarial schools, or whether they should assume the major responsibility for this function. The staffs in five of the seven school groups apparently feel that this is a school responsibility. Evidence gathered from student responses suggests that a majority of students also feel the schools should assume this responsibility. It seems that the decision and the problem of general education vs. vocational training are highly important areas that all schools need to continue to explore and eventually resolve.

CHAPTER II

Instructional Techniques and the Role of the Teacher

Four of the problem areas in Part III of the Staff Questionnaire deal with instructional techniques, with particular focus upon individualized instruction and the role of the teacher. One of the current aspirations of American education is the successful individualization of instruction. Although the concepts of individual differences, individual rates of learning, and individual styles of learning have been recognized for many years by educators, it has been only within the past few years that a concerted research effort has been made to develop a truly individualized curriculum. In order to discover whether the staffs in the three-county area perceive this to be a problem, we asked them to indicate the degree to which they felt the question "Important for a sizable number of students to progress at their own rate (either more rapidly or more slowly)" reflected a problem in their school system. The mean score for each school group and the percent marking "critical" or "important" appear in Appendix D, Item 3A. For the three-county region as a whole, 67% of the respondents see it as an important or critical problem in their school. One group, School Group 1, failed to have a mean score within the 'important' category, but even in this case a majority (54%) rated it critical or important. The fact that a substantial majority of the staff overall felt it to be an important or critical problem indicates that, at the present time, the schools are not providing a program in which students can progress satisfactorily at their own rate.

The staff was asked to choose between five possible solutions to this problem and, as with all problem areas, was invited to suggest others not listed. These results appear in Appendix D, Item 3B. Table 2-1 shows the total percent of responses to each solution for all seven schools.

Table 2-1

Teacher Preference for Instructional Innovations

Preferred Solutions	Percent Each Solution Selected
Ways to Individualize Instruction (Problem Area 3):	
Non-graded school.	23
Flexible scheduling.	24
More effective grouping (ability, achievement, etc.).	25
Self-paced programed (text and/or machine) instruction.	14*
Team teaching.	10*
Ways to Know Individual Students Better (Problem Area 4):	
Team teaching.	06*
More effective diagnostic aids and instruments.	14
More intensive counseling and consultation.	31
Teacher aids (clerical, readers, etc.).	29
Non-graded school.	08
Ways to Change Traditional Role of Teacher (Problem Area 6):	
Different skill levels for teachers; use of well paid "master" teachers as guides in teaching.	10*
Greater use of much clerical and reader help to relieve teacher of non-instructional duties.	36
Increased formal in-service training in new methods and techniques of instruction.	23
Greater use of automated (computerized) instruction to relieve teacher of much rote teaching.	07*
More effective training for teachers to diagnose individual student needs.	19
Ways to Emphasize Teaching Skill Processes (Problem Area 10):	
Introduction of new curriculum materials based on inquiry or discovery methods.	42
Non-graded school.	06
More intensive teacher training in utilization of inquiry and discovery methods of instruction.	36
Team teaching.	04*
Fewer tests and more essays or papers.	09
*Solutions which would significantly change teacher role.	
NOTE: It is hard to say how much non-graded schools or flexible scheduling would change the teacher's role. In some instances they do, but in others they are imposed upon the one teacher-one room pattern.	

II.3

Of the solutions suggested, non-graded school, flexible scheduling, and more effective grouping were perceived as the most popular. It should be pointed out, however, that no one solution received more than about 25%-30% of the total solutions suggested, indicating that the staffs do not see any single obvious solution to the problem. Generally speaking, the staffs from the varying school districts did not differ appreciably in either their perception of the severity of the problem or in their choice of available solutions.

A related finding emerged when 12th graders were asked to indicate the two alternatives they felt would help them most in making school more interesting and meaningful. The results of this question are discussed in more detail in Chapter III; of primary interest here is the fact that the only alternative producing general agreement among the seniors (29%) was "more small group teaching with personal contacts between student and teacher." Analysis of responses to this item revealed that (1) ability groups did not differ in their relative preference for alternatives presented, and (2) no school group deviated significantly from the pattern.

Also of significance to a discussion of this particular problem area is the relatively small proportion of seniors (17%) who chose "more emphasis on individual instruction and attention." It appears that 12th graders do not share the staffs' perception of individualized instruction as a critical or important need. However, it is possible to argue that if students have never experienced a truly individualized curriculum they may not be aware of what one could be and, therefore, not aware of the need. As substantiation of this point, the following material is relevant.

To obtain a rough index of the extent to which current programs are individualized, 19 teachers from four randomly selected elementary schools in School Group 5 were asked to: (a) Identify, if they could, the five top and five bottom pupils in their mathematics class; (b) Indicate what material or content each of the ten children was working on; and (c) Indicate what bases or criteria they used to judge who were the top and bottom five.

All 19 teachers were able to identify the top and bottom pupils in their math class. Nine of the 19 classes were homogeneously grouped but teachers were, nevertheless, able to discriminate even within the restricted range. The basis for their judgements in 89% of the cases was their observation of the classroom performance; two teachers used test scores as the basis for their judgements. All teachers felt they knew their students and their students' performance well enough to make judgements of relative standing. Yet, in 12 of the 19 classes (68%) all ten students identified were at the same page in the text or workbook. In two of the remaining classes, eight of the ten children selected were at the same place with the other two of the bottom group receiving special or remedial instruction. In only four classes was the bottom group not at the same place as the top; three of these were in the same school. Incidentally, this was the only school sampled which was using the Greater Cleveland Math Program material. Of additional interest is that in only one of the 19 classes were the top five students not all working on the identical material.

This brief sample provides some empirical evidence for the absence of individualized instruction, concomitant with personal knowledge of individual students, and support for the staffs' contention that the need for it is currently a problem.

In fact, it appears that teachers seem to confuse greater personal contact with individualized instruction. Further corroboration is provided by staff response to another problem area: "Inability to know individual student well enough to tailor program for him." None of the seven school groups sample perceived this as an important or serious problem (Appendix D, Item 4A). Thus, it can be seen that staffs, in general, feel they know their individual students well enough to design a curriculum but, nevertheless, are still confronted with the problem of working out some organizational or instructional system which would allow the students to progress independently and at their own rates.

There seems to be a far more significant problem involved here than is readily apparent. Familiarity with current classroom practices, formal discussions with teachers and administrators, and the small empirical study reported above, make it apparent that the concept of individual differences, although given lip service, is not actually being accepted and put into operation. (This generalization excludes current research and demonstration programs which are directly involved with this area.) Part of the problem is precisely illustrated by the discrepancy between the perceived severity of the problem of individualized progress and the perceived lack of a problem in "knowing the child well enough." The attitude of most teachers seems to be eloquently summed up in the following comment taken from a junior high school teacher's questionnaire:

"I think this questionnaire is sophisticated bush beating. Any one concerned with daily classroom teaching knows that what makes the difference with the problems you've listed is person-to-person contact, personal concern for each student. This diminishes as class size increases.

"Any of the possible solutions you've proffered may succeed or fail depending upon the amount of personal concern permitted by time, and time is equated w/class size."

This quotation seems to epitomize the mystique of small class size as the solution to educational problems. Yet there is no evidence available to show that a teacher would individualize a program even if he had a reasonably small number of students to teach. By individualizing instruction is meant to provide a curriculum for a student that may be, at any one moment, unlike anyone else's in the room; to allow for that student's style of learning, his psychological idiosyncracies; to allow the pace of that student to vary from content to content and from time to time. Such instruction implies curriculum materials specifically designed for individualized learning; a series of explicit, measurable, and hierarchical objectives; a method of assessment and diagnosis of progress and problems; a variety of teaching approaches, methods, and media. Homogeneous grouping on the basis of a single variable, usually IQ, is not individualized instruction. Reducing class size, in and of itself, will not provide for individualized instruction; the impression is gained that most teachers think so. To be realistic, teachers need to realize that this goal requires methods, media, and materials which they just do not have at this point in time.¹ It is too easy to confuse knowing individual students with providing them with an individualized program. To be realistic again, the dream of a single teacher with his own "small" (and how small is small) group of students has simply become impractical in light of the known demands on the public educational system in terms of the number of students, the availability of teachers, and the cost of education.

If instructional innovations are to succeed, there is a clear need to change the attitudes of a substantial proportion of teachers. It is

¹Evidence presented in Chapter III suggests that many teachers, in fact, do realize this but perceive it in the context of their present mode of operation.

interesting to note (Table 2-1) that in those problem areas in which an offered solution involved automated and computerized, i.e., technological innovations, teachers responded quite unenthusiastically. "Self-paced programed (text and/or machine) instruction" received less than 15% of the solutions offered by the staffs. In another instance, when the solution "Greater use of automated (computerized) instruction to relieve teacher of much rote learning" was offered for the problem of "The traditional or existing role and function of the classroom teacher," it received the least support of all the solutions offered (less than 8%).² This is not to imply that technological methods are the preferred solution; nor are administrative arrangements such as flexible scheduling and team teaching necessarily the answer. These solutions were offered because they are being tried. Teachers were requested to suggest other solutions and the very few that did almost unanimously reflected the position quoted by the teacher above. The point is, there seems to be a clear trend in American education indicating a commitment to "individualized" education. As audacious as this goal may sound, it nevertheless is a goal toward which many innovators and educational leaders are striving; it does not seem possible to achieve this through the expedient, attractive, but invalid notion of one teacher in a small class.

Further validation of this point is found in staff responses to the question of whether "The traditional or existing role and function of the classroom teacher" was a problem in the school system. In no school group did a majority of the staff rate this as either important or critical and this was ranked as the fourth least important problem of the thirteen offered.

²An appreciable number of teachers in schools having relatively large proportions of students with bilingual backgrounds did feel that automated and/or programed techniques would be helpful in teaching English.

Pertinent to this is the question asking teachers to select their favorite teaching situation. The choices offered were:

- "(0) Working in a small group (5-10 students at a time).
- (1) Working with a whole class at one time.
- (2) Allowing students to work independently.
- (3) A group of us working together in teaching one subject."

The results of this question are shown in Table 2-2.³ As would be expected, particularly in the light of the foregoing discussion, working with a small group is clearly preferred in a majority of school groups. Even more significant, however, is the fact that working with a whole class is strongly regarded, in most instances, as being preferable to either team teaching or letting students work independently. It might be argued that the lack of response to these two choices may spring, not from resistance to change, but from an insufficient familiarity with the suggestions, thus causing staff members to limit their choices to the situations they know. Whatever the interpretation, the need for teacher education about new developments in education is clearly indicated before any attempt is made to introduce innovations into the schools.

Table 2-2						
Percent of Staff Favoring Four Different Kinds of Teaching Situations						
School Group	Total No. Teachers	Small Group	Whole Class	Independent Student Study	Team Teaching	No Answer
1	76	41%	22%	14%	04%	18%
2	127	33%	28%	15%	03%	20%
3	60	23%	30%	08%	02%	37%
4	115	33%	12%	17%	06%	32%
5	170	39%	24%	16%	05%	16%
6	41	34%	34%	17%	00	14%
7	35	46%	34%	06%	03%	11%
TOTAL	624	36%	24%	15%	04%	22%

³A fair number of teachers did not answer this question. It may well be that they feel that "it depends" on the particular situation and that all the situations offered are attractive at varying times.

Peripherally related to these considerations are the results from the problem area dealing with "Too much emphasis on teaching facts vs. teaching skill processes." In retrospect, this question seems unsatisfactory as far as eliciting much information of value. None of the staffs in the sample perceived this area as a problem in their school system and it appears that there are few teachers left who have not discarded the notion that the acquisition of facts is synonymous with education. Of primary interest is that the preferred solutions shown in Table 2-1 indicate a far greater receptivity on the part of staff members toward the use of new curriculum materials and approaches than to new concepts of the teacher's role. This is paralleled by staff response in other problem areas dealing with specific groups of students, such as low ability pupils and potential dropouts, where more emphasis is placed upon the development of special courses than upon changes in the traditional institutional structure.

The results described in this chapter are indicative of the dimensions of the problems to be faced by those who attempt to radically change the structure of American education. The need to modify the attitudes of teachers is probably one of the most important non-sociological problems facing those who would wish to introduce changes that are imperative if schools are to serve their critical role in contemporary American society.

CHAPTER III

Educating Students of Various Ability Levels

Rated overall as the most serious problem facing school systems within the three-county region surveyed is the matter of effectively instructing low ability students. Sixty-eight percent of all staff members described it as "important" or "critical" and a majority of the staff in each of the seven school groups gave it this rating. In School Groups 3 and 6 the percentages rose to 73% and 85%. In contrast, effective instruction of the accelerated group of students received an overall ranking of fifth in severity, with 40% of the staff members describing it as important or critical. Details of the ratings may be found in Appendix D, Items 7A and 8A.

Staff and student results related to the effective instruction of various ability levels will be presented in four major sections. The first will consider the degree of effort expended on specific ability groups as perceived by teachers and pupils. Next, subject matter preferences and student reaction to various classroom procedures and techniques will be examined, with particular attention to patterns of difference among ability groups. After a summary of the solutions preferred by staff members to deal with the problem areas delineated above, the possible effects of teacher attitudes and expectations upon low ability students will be considered.

If effective instruction of low ability students is seen as a problem, it is logical to ask what effort is being expended to meet the needs of these students relative to the effort expended for other groups of students. Some measure of this effort would help clarify whether there

III.2

simply needs to be a greater concentration of effort or whether present effort is ample but not seen as successful.

All school staffs and all 12th grade students were asked for their perceptions of this problem and their responses, by percent, are shown in Table 3-1. (Appendix B, Item 4 presents the complete responses for all staff members in all schools; Appendix E, Item 16 presents the data for 12th graders.) It should be remembered that the staff members represent all schools in the sample, including elementary and junior high feeder schools, while the students are referring only to their high school.

Table 3-1									
Effort Expended to Meet Needs of Students of Varying Ability Levels: Perceived by Staff and 12th Graders, All School Groups Combined									
Amount of Effort	High Ability			Average Ability			Low Ability		
	% Staff	Discrepancy	% High Student	% Staff	Discrepancy	% Aver. Student	% Staff	Discrepancy	% Low Student
Great	23	-22	45	19	+ 7	12	24	- 4	20
Mod/ Aver.	67	+17	50	76	- 4	80	57	+ 3	54
Little/ No	10	- 5	05	05	- 3	08	19	- 7	26

The three-county results shown in this figure can be interpreted as follows:

(1) Overall, staffs feel that somewhat more than an average or moderate effort is being expended on all ability groups; (2) Middle and low ability students tend to agree quite closely with the staffs in their perception of the amount of effort being expended on themselves; (3) High ability students overestimate (or the staff underestimates) the amount of effort being expended on themselves; (4) An appreciable proportion of low ability students (26%) and staff (19%) maintain that little or no effort is directed toward the low ability group. Overall, however, the majority of the low ability students and staff do feel that a better than moderate effort is being expended.

III.3

Generally speaking, there were no appreciable differences among the three ability groups in their perception of effort expended on different groups of students. To generalize, students and staff differ somewhat in their perceptions. Students tend to feel schools expend greater effort on high ability groups and less effort on low ability groups while the staffs do not. Interestingly, both staffs and students feel that the middle ability group is neither excessively attended to or ignored. A further generalization is that the staffs feel that a better than adequate effort is being expended on all students. If this is a valid generalization, then by indicating that effective handling of low ability groups is a serious problem while effective handling of high ability groups is not, staffs seem to be saying that despite an equal expenditure of effort, they are succeeding only with the high ability group.

Since there was considerable variation in the staffs' response to this item among the seven school groups, an examination of the findings by school group is enlightening. These findings appear in Table 3-2. In School Group 1, for example, ten percent of the staff feel that a great effort is being made with high ability students, 77% feel a moderate to average effort is being made, and 11% feel that little or no effort is being made with the high ability group. The results in Table 3-2 are made more meaningful if they are examined in light of the ratio of high ability to low ability students for each school group. These ratios are included again in Appendix F.

It can be seen that School Groups 1 and 6 have a preponderance of low ability to high ability students and that the percent of staffs in both schools who feel that a great effort (or a more than moderate to

III.4

Table 3-2					
Effort Expended on Student Ability Levels as Perceived by Staff Members in Each of the Seven School Groups					
School Group	Ability Level	% Great Effort	% Moderate/Average Effort	% Little/No Effort	Ratio High/Low Ability Students
1	High	10	77	11	1.2:1
	Mid	09	82	10	
	Low	34	49	17	
2	High	38	54	09	3.2:1
	Mid	25	69	08	
	Low	25	59	16	
3	High	21	63	15	2.7:1
	Mid	13	77	11	
	Low	09	47	44	
4	High	24	72	03	5.0:1
	Mid	18	80	02	
	Low	22	57	21	
5	High	20	73	07	1.4:1
	Mid	16	82	02	
	Low	25	63	11	
6	High	10	69	20	.7:1
	Mid	25	70	05	
	Low	33	51	17	
7	High	24	54	21	4.4:1
	Mid	38	63	00	
	Low	09	69	22	

average effort) is being made with high ability students is appreciably below that reported by the staffs of the other five school groups. In each case, 10% indicated "great effort," as contrasted to the 20%-38% range of the remaining five staffs. This can be interpreted to mean that in these schools, where a preponderance of students are categorized as "low ability," the high ability student is somewhat at a disadvantage because most of the staffs' energies are devoted to the preponderant group. This is further verified by the findings in Table 3-2 where the

percent of staff who indicate that a "great effort" is being expended on the low ability group is again highest in School Groups 1 and 6. This latter finding is all the more significant when it is noted that the staffs of these schools had the highest "severity of problem" mean score in response to the problem area "Inability to effectively instruct the low-ability group of students." Thus, a distinct pattern emerges of a type of school which has a preponderance of low ability students whose staffs expend a relatively greater amount of effort on them (perhaps at the expense of the higher ability group) and yet feel very frustrated and unsuccessful. It would seem then that the problem of effectively instructing the low ability student is not because teachers have not been expending the effort to do so; the cause lies elsewhere.

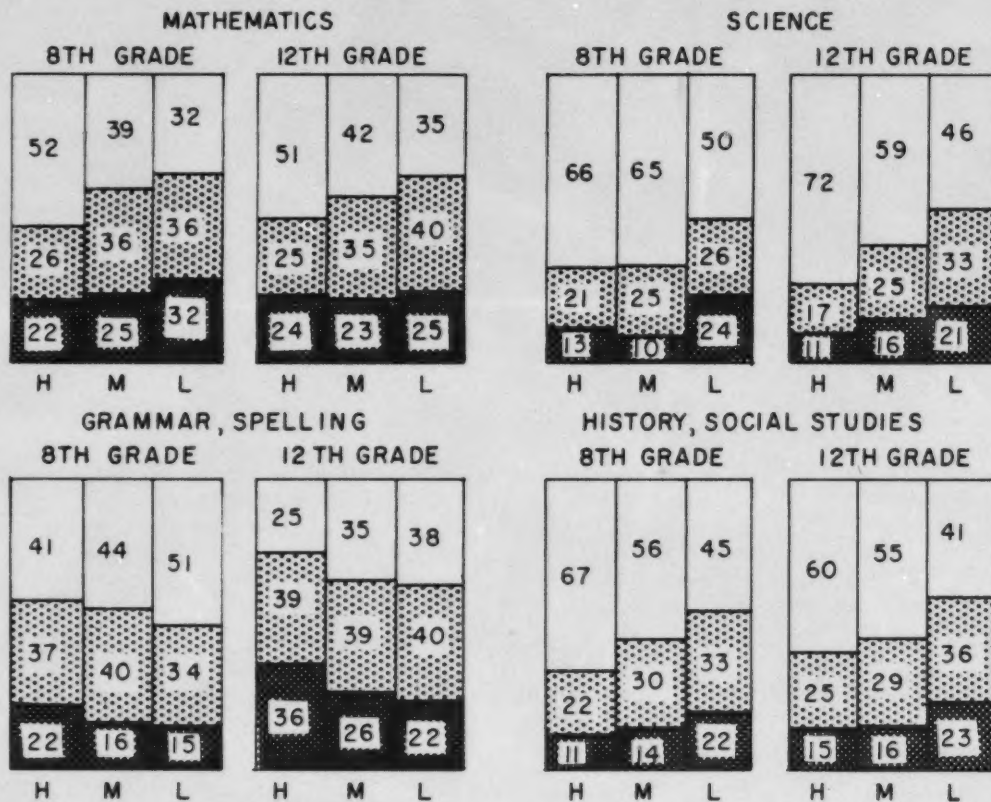
In order to explore further possible factors related to the problem of effectively teaching low ability students, several items on the Student Questionnaire relating to subject matter preferences and reactions to various instructional procedures were analyzed for possible differences between students of differing ability levels. Figure 3-1 shows the percentages of 8th and 12th grade students expressing high interest, medium interest, and dislike or disinterest in four academic subject areas. All seven school groups have been combined and results are shown for high, medium, and low ability levels; complete results by school groups are reported in Appendix E, Item 12.

In examining the interest pattern of 8th and 12th grade students for various subjects, it becomes clear that ability level is a significant variable. Inspection of Figure 3-1 reveals two salient factors which appear highly relevant to the problem of the instructional program and ability level: (1) The interest patterns seem fairly stabilized by

Figure 3-1

Percent of 8th and 12th Grade Students, by Ability Groups, Expressing High Interest, Medium Interest, Dislike or Disinterest to Four Subject Areas

KEY:  High Interest  Medium Interest  Dislike, Disinterest



the time students reach the 8th grade; at least there is relatively little change between 8th and 12th grade students. (2) As ability level goes down there is less interest indicated for the "academic" subjects. For four non-academic electives--shop, home economics, art, and music (not band)--the percent of students of varying ability levels who had not taken each of the electives corroborates the pattern revealed in Figure 3-1; significantly more low ability students enroll in those non-abstract, concrete, manipulative courses than do middle or high ability students.

Although these findings may not be surprising, they do provide empirical verification for the common accusation that low ability students are simply not interested in academically-oriented subject matter. Whether the consequence of this is to consider providing a more non-abstract, non-conceptual curriculum or to search for different methods and differently designed curriculum so that interest can be aroused is, of course, still the key question.

Student preferences among various classroom approaches were elicited from 8th and 12th graders using differing approaches. The 8th graders were asked to rate ten items listed in terms of how much they liked or disliked them. (Appendix E, Item 13, 8th grade students, presents more complete data.) Table 3-3 lists these items and summarizes the overall pattern of likes and dislikes for all school groups combined.

The pattern of likes and dislikes is a clear one. There are only three areas where students of high and low ability differ. The sharpest difference occurs for the final item, "Classes where bright children and slower children are together," a situation which only 22% of the high ability students favor as contrasted to 46% of the low ability students.

Table 3-3

Preferences of 8th Grade Students for Various Instructional Techniques:
 Percents Shown for All Ability Levels,
 All School Groups Combined

Instructional Techniques	% Like	% Don't Like	% Don't Care
Teachers who care very much whether you work hard and do well	90	03	07
Class where you have to do things and figure things out for yourself	66	23	11
Class where we see lots of movies and slides	79	08	13
Teachers who are easy and don't make you work hard	46	39	15
Teachers who like me	78	04	18
Classes where I get a chance to recite and talk things over with others	65	23	12
Small classes: 15 or less in class	55	26	19
Times when the teacher can give me special help by myself	79	09	12
Classes where all the children are about the same brightness	71	12	17
Classes where bright children and slower children are together	30	51	19

The responses show 61% of the high ability students expressing "dislike" for this item as contrasted to 40% of the low ability students. Of particular interest is the relationship with the responses to the immediately preceding item, "Classes where all the children are about the same brightness," where 77% of the high ability students and 67% of the low ability students indicated they liked such grouping. Apparently the high ability group is more aware of the effects of homogeneous and heterogeneous grouping than the low ability students.

Other differences appeared on "Classes where you have to do things and figure things out for yourself" which 73% of the high ability students indicated they liked (with 19% disliking them) as contrasted to 59% of the low ability students (with 28% disliking them). Finally, the item concerning "Teachers who are easy and don't make you work hard" elicited

a response of 34% like and 51% dislike from the high ability students and a reversal of 59% like and 28% dislike from the low ability students. Again, it is interesting to compare this with the item "Teachers who care very much whether you work hard and do well" which received 90% like and 2% dislike from high ability students and 91% like and 4% dislike from low ability students. This overwhelming endorsement of teachers who hold students to high standards is pertinent to the discussion of teacher expectancy in the subsequent section of this chapter and in Chapter V on Educational Objectives. It should be pointed out that the liking of low ability students for both kinds of teachers is not necessarily contradictory; since they presumably are frequently exposed to learning experiences beyond their capabilities, it is understandable that they would appreciate a teacher who withholds pressure more than would high ability students who need no such consideration. An interesting sidelight on the item concerning small classes is the tendency for it to appear as a positive, desired item in the larger schools and as a negative, disliked item in the rural, small elementary schools.

Similar information, although not extending to dislikes, was obtained from 12th graders by asking them to select the two alternatives, from a list of seven, which they felt would be of most help in making school more interesting and meaningful for them. The overall results for all ability levels within the seven school group sample are summarized in Table 3-4. A more detailed tabulation may be found in Appendix E, Item 13, 12th grade students.

In all school groups and for all ability levels the alternative "More small groups teaching with personal contact between student and teacher"

was clearly preferred with between 24% and 33% of the students selecting it. It was chosen nearly twice as often in most groups as the second place alternative 'More emphasis on individual instruction and attention,' a fact which has already been discussed in Chapter II on individualization of instruction. It seems clear that students are expressing a desire for more teacher time and for curricula designed for their individual abilities.

Table 3-4	
Preferences of 12th Grade Students for Changes in Instructional Techniques: Percents Shown for All Ability Levels, All School Groups Combined	
<u>Instructional Techniques</u>	<u>% of Students</u>
Greater teacher interest in the students	12
Harder courses, more challenging to the student	04
Greater use of special techniques such as television, teaching machines, tape recorders, etc.	13
Greater teacher interest in subject matter	08
Less lecture; more student reading and discussion	15
More small group teaching with personal contact between student and teacher	29
More emphasis on individual instruction and attention	17

The third choice "Less lecture, more student reading and discussion" also fits this pattern. In three school groups the use of special media was ranked as second or third choice. Of great interest is the fact that there were no sharply significant differences among ability levels in their preferences for these changes.

Proposed solutions. There is great similarity in the pattern of solutions chosen by staff members to improve the effectiveness of instruction for students at both ends of the ability spectrum. Items 7B and 8B in Appendix D show the responses for each school group; they may be summarized as indicating strong preference for more materials specifically designed for high and low ability students. This alternative was

the first choice for all school groups combined, receiving support from 28% of the staff members in reference to both groups of students.

For high ability students the use of special instructional materials was the first choice of staff members in five of the seven school groups. In School Groups 1 and 7, the use of special advanced courses was most often chosen. However, for the sample as a whole, greater reliance on independent self-study was second in overall choices with 19% of the staff members selecting it. This is interesting in relation to the discussion of "favorite teaching situation," as presented in Chapter II on individualization of instruction, indicating the possibility of greater receptivity on the part of staff members to such an innovation when it is proposed as the solution to the specific educational problems of a specific group of students. Again reflecting the discussion in Chapter II, we find a comparative lack of support for such alternatives as team teaching and a non-graded school, with the exception of School Group 4 in which 22% of the staff selected the latter alternative, thus making it their second choice. Parenthetically, it should be noted that this district has introduced a degree of "non-gradedness" into its school program, suggesting that experience with such innovations increases staff acceptance.

For low ability students, the use of special instructional materials, which had the highest overall rating in the sample, was the first choice of the staff members in four school groups. The other three school groups (3, 4, and 7) favored individual remedial services, the alternative which was second in overall choices with 24%. The overall third choice, selected by 19% of the staff members in the seven school groups, was more special courses exclusively for this group. Again the relative lack of support for fundamental innovations, including, in this instance, the use of programmed and/or automated techniques of instruction, is apparent.

Closely intertwined with the discussion of educating students of various ability levels, as set forth in this chapter, are many of the factors treated in the chapter immediately following on Social Problems and the Schools. Here consideration is given to the sociological influences operating upon the schools which affect both the aspirations and accomplishment of students and which interact with their ability level.

One final matter which must be considered in this discussion of student ability levels is the possible effect of teacher attitudes and expectations upon student achievement. Analysis of the material on Educational Objectives, to be found in Chapter V, suggests that a self-fulfilling prophecy may be operating here in that the lack of positive expectancy on the part of teachers toward low ability students may be contributing significantly to these students' problems. There is some empirical evidence in support of this hypothesis: If teacher attitudes do, in fact, have an effect on student performance, then, in addition to the manifest lower achievement of low ability students, there should be certain underlying differences along certain psychological dimensions. One of these, and one assumed pivotal for performance, is self-confidence. The 12th grade students were given an eight-item self-confidence scale, the results of which are shown in Appendix E, Item 26. On this scale, the more items for which a student selects the positive alternative (response A), the more self-confidence or the higher the evaluation of "self" he is assumed to have. The results were strikingly and significantly consistent. In all seven school groups the mean self-confidence scores decreased significantly from high to middle to low ability. There were no reversals of this order in any of the school groups and the difference between ability groups was marked. There were no differences between mean scores of the school groups.

A second psychological variable, "persistence," was also measured by a scale given to 12th grade students (see Appendix E, Item 25 for the results). The results of the analysis of the responses to this scale do not support the facile explanation sometimes given for the lower relative achievement of low ability students, i.e., that they do not try as hard and that they are not as persistent. There are no differences among ability groups in their response to this scale. That is to say, whatever validity a self-evaluation scale of this sort might have, it does not indicate that low ability students apply themselves any less than do the other two ability groups.

To recapitulate: The self-fulfilling prophecy hypothesis maintains that people will act or behave in such a manner as to confirm the initial expectancies of certain relevant "others." If these expectancies involve inferiority, the individual will act and feel inferior. The evidence presented here suggests that this phenomenon is present in most schools. A voluntary statement on the Staff Questionnaire by a participating high school teacher states and summarizes the case clearly:

"Being a teacher of primarily Freshmen students who have low ability has necessarily biased my point of view. Conversation with instructors of upper classmen with average and accelerated ability has left me with the impression that the more mature students and students of academic ability receive an education of a fairly high degree. School systems generally ignore the non-academic students of average and less ability and those with emotional-cultural instability. The large Mexican-American minority and rural character of the area aggravates the problem just as in urban slums. Teachers are middleclass intellectuals who by background favor 'their kind.' Educational institutions fail to train teachers and administrators in handling, understanding and instructing the less gifted and fortunate."

The significance of the findings discussed in this chapter as they relate to instructional effectiveness through the intermediary role of teacher attitudes are taken up in greater detail in Chapter V and recapitulated in the Summary and Conclusions Section.

CHAPTER IV

Social Factors and the Schools

Throughout the conduct of this survey it has been assumed, and experience has born out that assumption, that some problems are common to different school groups and, at the same time, some problems are distinctly special ones. Perhaps the most salient special problem is one which is not fundamentally educational in nature but which has a tremendous impact upon those schools which encounter it. This is the sociological problem created by patterns of social and economic discrimination, poverty, lack of education ... a phenomenon that has been well-publicized but which remains a potent problem for society as a whole and schools in particular.

The staffs in the seven school groups were asked to respond to four problem areas concerned directly, or by implication, with sociological factors. The four problem areas and the responses are shown in Figure 4-1. From this figure the following conclusions are drawn:

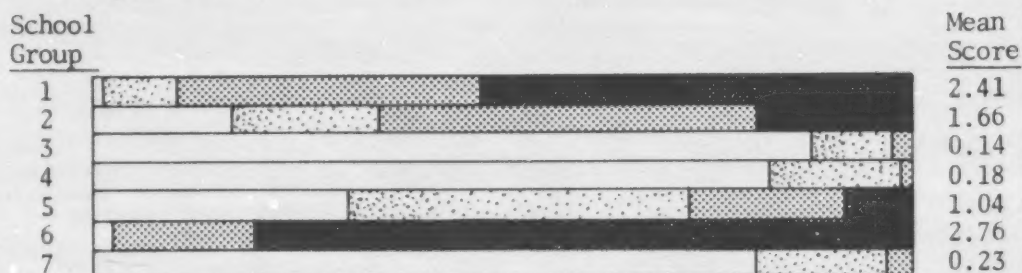
- (1) The four problem areas form a cluster; there is a clear tendency showing that the existence of any one is accompanied by the others.
- (2) School Groups 1 and 6 bear the brunt of these problems. Thus, where these problems are felt they are very keenly felt indeed. They evoked the highest percentage of "important" and "critical" response of any problems mentioned by those school groups affected.

Figure 4-1

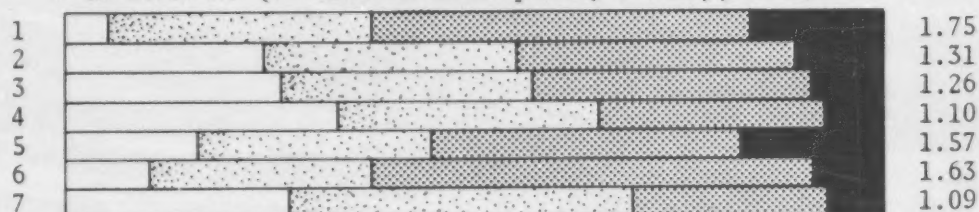
Staff Responses, by School Group, to Four Problem Areas Concerned with Sociological Factors

KEY:  No Problem  Minor  Important  Critical Problem

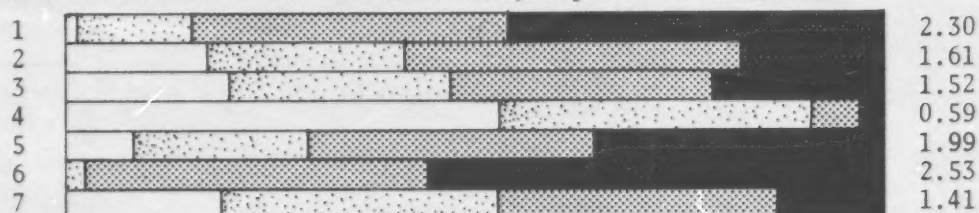
PROBLEM: Significant numbers of non-English speaking students in early grades.



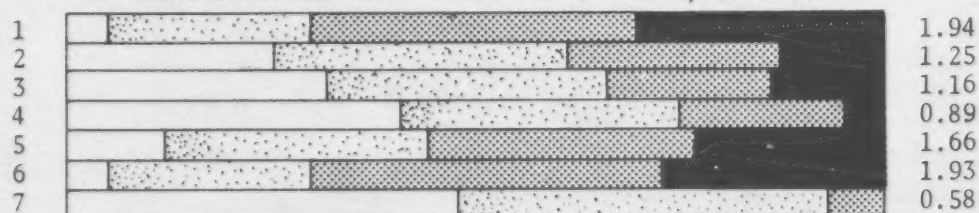
PROBLEM: Inability to arouse and maintain interest of a sizable number of students (manifested in dropouts, truancy, etc.)



PROBLEM: A sizable number of "culturally deprived" students.



PROBLEM: High delinquency rates, high dropout rate, absenteeism, lack of identification with school and community values.



0 10 20 30 40 50 60 70 80 90 100

- (3) School Group 5, though not confronted with a language, motivational, or behavioral problem, does perceive a "cultural deprivation" problem.

These findings are strongly bolstered by the comments received from community representatives during the interview sessions which are presented in Chapter VI.

In Appendix F, which contains capsule descriptions of the school groups surveyed, the ratio of high ability to low ability students and the average educational level of fathers are presented. It is not surprising to find that School Groups 1 and 6, the ones most heavily involved with these problems, are also the school groups where the ratio of high ability students to low ability students is the lowest. They are also the school groups with the lowest father educational level. It is safe to say that all of the problems explored, these so-called sociological problems, are by far the most clearly delimited to certain kinds of school groups within the three-county region and that where they exist they are serious.

In analyzing staff responses to the suggested solutions of these problems, only School Groups 1 and 6 will be discussed since they are the ones most significantly confronted with the problems. The complete results are found in Appendix D, Items 2A,B; 5A,B; 9A,B; and 12A,B. Table 4-1 lists the solutions for each problem generally favored by the staffs of the two schools in order of their popularity. As can be seen, the more popular solutions suggested seem to be almost equally balanced between changes within the school program itself and with community or extra-school involvement. The solutions offered by community representatives during the interviews, reported in Chapter VI, correspond closely to many of those listed in Table 4-1.

Table 4-1	
Popular Suggested Solutions to the Four "Sociological" Problem Areas: School Groups 1 and 6 Only	
Problem: Significant numbers of non-English speaking students in early grades.	<u>Solutions</u> (s) Partial use of child's native language during first years by teacher. (c) Community schools concept involving entire families in language instruction. (s) Grouping these children separately during first years. (s) Development of automated, programed language instruction.
Problem: Inability to arouse and maintain interest of a sizable number of students (manifested in dropouts, truancy, etc.).	<u>Solutions</u> (s) Use of new methods of teaching (inquiry, discovery, etc.). (c) Programs designed to make the community more education conscious. (s) Greater emphasis on participatory courses (athletics, shops, homemaking, etc.).
Problem: A sizable number of "culturally deprived" students.	<u>Solutions</u> (c) Greater community involvement; field trips, volunteer workers, programs for parents, etc. (c) More effective and extensive pre-school programs under <u>school</u> auspices. (s) Special "enrichment" classes.
Problem: High delinquency rates, high dropout rate, absenteeism, lack of identification with school and community values.	<u>Solutions</u> (c) Great effort in pre-school and elementary years in familiarizing children with desired values on a continuing basis. (c) Great increase in language and communication training in early years.
(c) = Community, extra-school involvement. (s) = Within-school practice.	

Since we have chosen in the survey to emphasize the effects of ability level, and since we have shown that the school groups with a disproportionate number of low ability students are mainly confronted with these sociological

problems, it seems necessary to make explicit the well-known but sometimes forgotten problem of the circular, self-perpetuating relationship between school success, ability group designation, and socio-economic origin. In general, as we have shown, the greater the deprivation in terms of either minority integration into society or in terms of socio-economic lack, the greater the proportion of students in the lower ability groups, as these groups are measured by standardized written tests given students during their school careers. These tests are entirely verbal in make-up and in concept, as well as verbal in administration and interpretation. Given equal fluency in the English language, and equal familiarization with the ideas, concepts, and procedures used in these tests, such instruments have a moderately good capacity for the prediction of academic achievement, although not of job success. When the same tests are used simultaneously to measure middle class children raised in full and easy command of the English language, and lower class children raised in another language, or in an atmosphere of cultural deprivation, the full effects of language orientation become apparent. The full defect of such testing without making allowance for language facility also becomes apparent, underscoring the need for a measuring system that takes language problems into account.

Thus we, and undoubtedly most educators, are fully aware of the environmental component that goes into the designation "low ability." The solutions suggested by the staffs also imply that the sociological problem is greater than simply a language handicap which manifests itself so patently in standardized tests. There is implied also a conflicting value system which includes a differing system of rewards and punishments, differing attitudes toward those ideals maintained by the majority groups, and differing reactions to demands and expectancies. In an attempt to

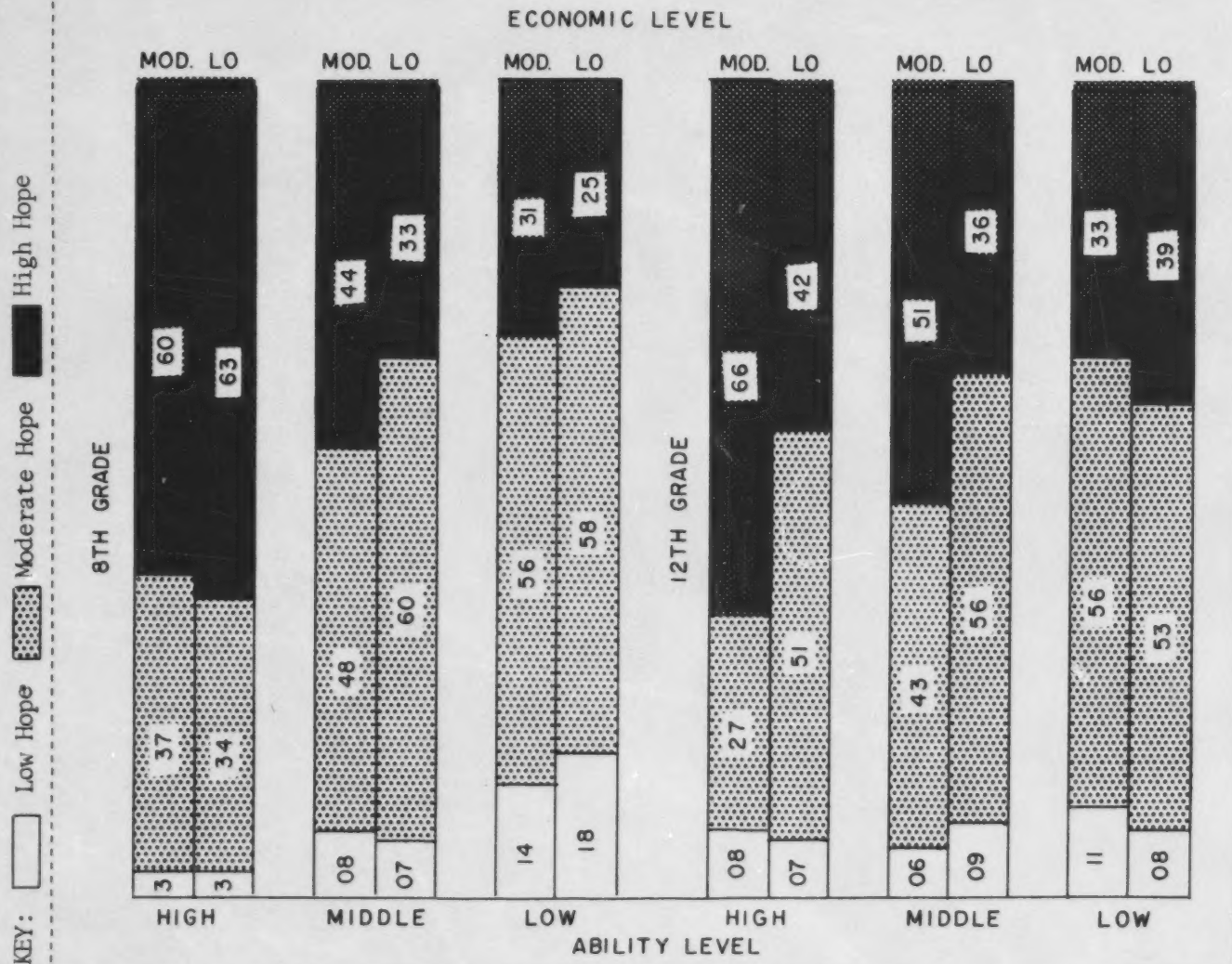
clarify some of these characteristics, a number of items from the student questionnaire pertaining to personal interests or attitudes were analyzed and are reported below.

Sociological factors and hopes for the future. Students in both 8th and 12th grades were asked to indicate what they feel their chances actually are of reaching their highest ambition or dream when they become an adult. We compared the results of School Groups 1 and 6 combined (low socio-economic level) against School Groups 3 and 4 combined (moderate socio-economic level) to discover whether the sociological factors discussed previously affected students' hopes for the future. These results are seen in Figure 4-2. Following is an explanation and interpretation of Figure 4-2.

- (1) Students, overall, tend to be moderately optimistic concerning their future.
- (2) Regardless of socio-economic level, the higher the measured ability level, the higher the hopes for the future.
- (3) Students from more favored socio-economic regions are clearly more hopeful about the future than those from less favored regions except for low ability 12th graders where the trend is reversed. This is probably because the low ability students from these less favored regions who were not hopeful about their future dropped out of school before the 12th grade. Whether those remaining in school have done so because of being hopeful about their future, or whether they are hopeful because of the fact that they are completing their high school education is a moot point.

Figure 4-2

Percent of Students, by Socio-Economic and Grade Level, Indicating
What They Feel Their Chances Actually Are for the Future



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- (4) High ability students from moderate socio-economic regions become more hopeful as they get older (8th to 12th grade); those from low socio-economic regions become less hopeful over time.
- (5) Middle ability students from moderate socio-economic areas also become more optimistic as they move from 8th to 12th grade but their counterparts in the low socio-economic areas tend to remain the same.
- (6) As mentioned earlier, low ability students in the less favored socio-economic areas become more hopeful over time; this is quite probably a function of the screening action of high school on this group as a whole. Unlike their higher ability peers, the low ability students from moderate socio-economic areas do not become more hopeful as they get older.

In general, it can be said that adverse socio-economic conditions tend to lead youngsters to become less optimistic about their future chances as they mature. The long term social and economic (not to mention humanitarian) consequences of this finding is obvious. Again, it seems that the schools are placed in the position of needing to provide experiences which will allow youngsters from disadvantaged environments an equal feeling of optimism and confidence as they face their future lives.

Factors influencing future success. Closely related to future hopes are the factors students perceive as influencing the likelihood of success as an adult. Twelfth graders were asked to choose the two of eight factors offered which they felt were most influential. (Appendix E, Item 18

presents the results for all schools and all ability levels.) Of the factors offered, "learning ability" and "hard work, perseverance" were the only two receiving more than 10% of the choices made. What is significant here is that in comparing School Groups 1 and 6 combined with School Groups 3 and 4 combined, for all three ability levels, there were no differences due either to the socio-economic variable or to ability level. It would have been expected that students from less favored economic regions would have placed more emphasis on such factors as "nationality, race, color," "family status or wealth," or "knowing the right people." One can speculate extensively on the interpretation or meaning of this finding; cynically, one could say that the schools have been derelict in not making students from less-favored areas aware of the realities of society; or one could encouragingly suggest that the schools have been highly successful in imparting democratic concepts of equality based only on effort and ability. The findings on future outlook (Figure 4-2), however, tend to question the latter interpretation.

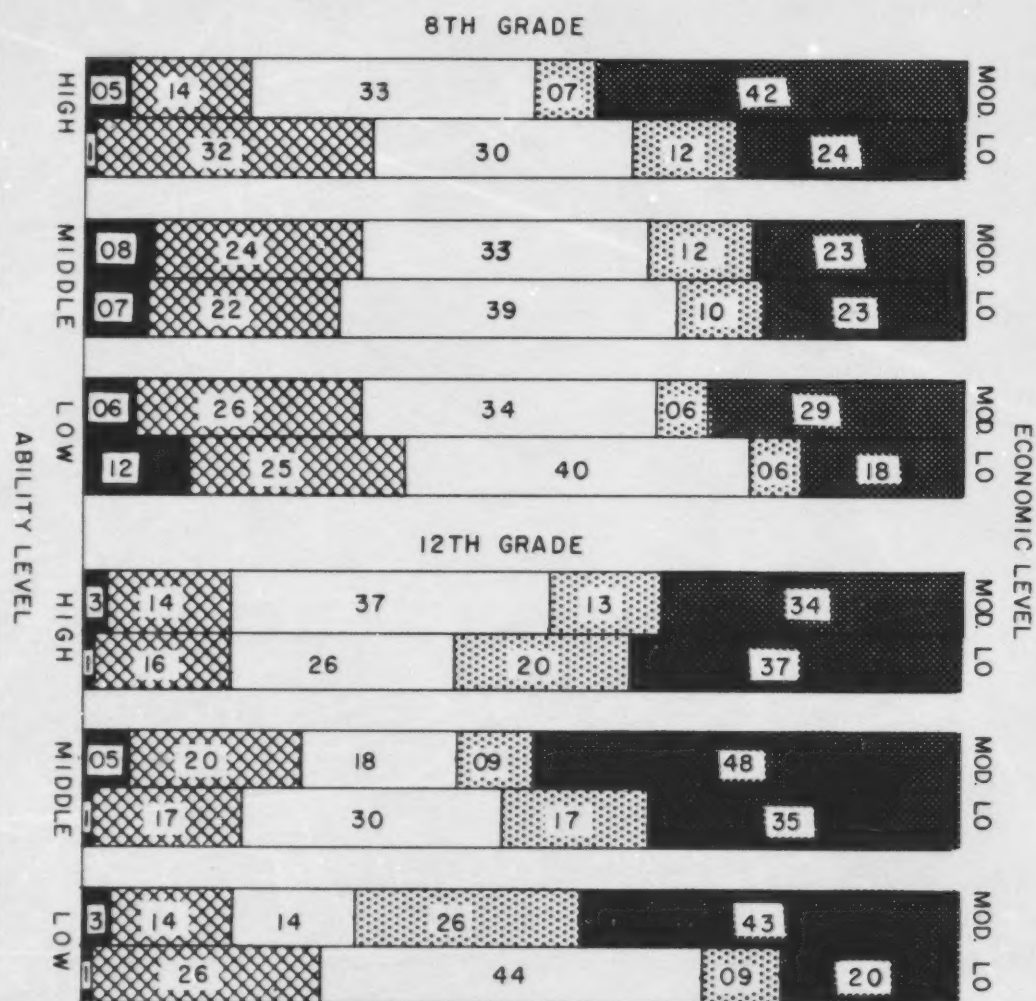
Primary aim of education. It would be expected that socio-economic level and ability group would influence a student's perception of the primary reason for going to school. Accordingly, an analysis of the question, "What do you feel is the main reason for being in school," was performed for School Groups 1 and 6 (low socio-economic level) and School Groups 3 and 4 (moderate socio-economic level). Item 3 in Appendix E presents the results for 8th and 12th grade students by school and by ability levels. The results for each of the combined school groups is shown in Figure 4-3.

Figure 4-3

Effects of Socio-Economic Level, Ability Group, and Grade Level on Perceived Goal of Education by Percent Responding to Each Alternative

KEY:

- Find out what the world is all about. (Intellectual curiosity)
- Be able to earn more money when I'm older. (Monetary goals)
- Be able to get an interesting job someday. (personal gratification)
- Learn to appreciate the good things in life. (Esthetic goals)
- Because the law says I have to go.



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An interpretation of the data in Figure 4-3 is presented below:

- (1) The greatest effect of socio-economic level is to be seen in the preferences of low ability groups. Whereas 43% of the 12th graders from moderate socio-economic areas selected "finding out what the world is all about" as their primary goal, only 20% of their less favored counterparts did so. On the other hand, 26% of the low ability seniors from moderate areas picked "being able to earn more money...." in contrast to the 9% from the low socio-economic regions. Of the latter group, 44% selected "being able to get an interesting job someday" in contrast to the 14% of the low ability students from the moderate regions. These findings provide substantial support for the effects of socio-economic level on perception of educational goals, at least for students measured as "low ability."
- (2) As ability level increases, there are fewer and fewer effects of socio-economic level. This can be seen by looking at the bar graphs for the high ability group, and to a lesser extent the middle ability group, in contrast to the low ability group, for both 8th and 12th graders, and noting that the distribution of responses to the alternatives are quite closely matched for the former.
- (3) As middle and low ability students from moderate socio-economic backgrounds mature, intellectual curiosity ("Find out what the world is all about") increases substantially. High ability students from such backgrounds already show this level of

intellectual curiosity by the 8th grade; in fact it tends to decrease by the 12th grade for this group. These findings suggest that the schools have been effective in inculcating this goal. The same general increase in intellectual curiosity with maturity is manifested by students from low socio-economic backgrounds except for the low ability students who show little change from 8th to 12th grade.

- (4) As would be expected, the small percent of students who chose "Because the law says I have to go" diminishes and almost disappears from 8th to 12th grade for all ability groups and both socio-economic levels. In a sense, this response can be interpreted (and parenthetically, perhaps used as a screening device), at the 8th grade level, as indicating a potential dropout. These figures support this interpretation.
- (5) The logical expectancy that students from less favored areas would be more oriented toward money and work in contrast to intellectual and esthetic goals is not supported by these data. Overall, and ignoring ability level for the moment, lower socio-economic level does not tend to make students more economically oriented.

Factors perceived as interfering with school success. Both students and teachers were asked:

(Student) "What are the two most important of the many things that keep you from getting the most out of school?"

(Teacher) "Of the various factors that keep students from doing their best work in school, the two most important are:"¹

¹Complete tabulation of the responses to these items can be found in Appendix E, Item 9 for students, and Appendix B, Item 6 for teachers.

Of the seven possible factors, those most frequently responded to by students and teachers were: "Lack of interest, Poor study habits, Personal worries and anxieties, and Excessive extra-curricular activity." There were no appreciable differences among school groups or ability groups in their choice of factors influencing school success. However, when the discrepancy between student and teacher choices is analyzed, a pattern appears which seems related to the "sociological" problem under discussion.

Looking first at the factor, "Lack of interest," we computed, for each school group, the difference between the percent of students (8th and 12th grades separately) and percent of teachers who picked this as one of the two most important factors. This discrepancy value is shown in Table 4-2.

Table 4-2					
Discrepancy Between Teacher and Student Percentages of Response to the Choice "Lack of interest"					
School Group	Percent 8th Grade	Teacher-8th Gr. Discrepancy	Percent Teacher	Teacher-12th Gr. Discrepancy	Percent 12th Grade
1	20	+10	30	+ 9	21
2	22	- 3	19	- 1	20
3	28	- 6	22	- 3	25
4	31	- 9	22	- 4	26
5	27	- 5	22	- 0	22
6	24	+ 8	32	+16	16
7	27	- 4	23	0	23
+ = Percent of teachers greater than percent of students. - = Percent of teachers less than percent of students.					

First, it is clear that the staff in School Groups 1 and 6 overestimate "Lack of interest" as a significant factor. These are the only two school groups in which the discrepancy reveals an overestimation on the part of

the staff. Stated simply, teachers in these less favored socio-economic areas tend to attribute lack of success to lack of interest while at the same time the students see lack of interest as a slightly less important factor than do students from more favored areas.² Related to this finding is the response to the factor "Personal anxieties and worries." Although the absolute magnitude of response to this item is not too high, the discrepancy scores are worth examining. They appear in Table 4-3.

Table 4-3					
Discrepancy Between Teacher and Student Percentages of Response to the Choice "Personal worries and anxieties"					
School Group	Percent 8th Grade	Teacher-8th Gr. Discrepancy	Percent Teacher	Teacher-12th Gr. Discrepancy	Percent 12th Grade
1	16	-13	03	-13	16
2	20	- 7	13	- 6	19
3	15	- 4	11	- 4	15
4	13	0	13	- 2	15
5	19	- 8	11	-10	21
6	26	-22	04	-17	21
7	14	- 7	07	-17	24

Examination of these results indicates, first, that staffs in all school groups underestimate the extent to which students perceive this factor to be deleterious and secondly, School Groups 1 and 6 again tend to have the largest discrepancies. Thus teachers in these two school groups overestimate the significance of "Lack of interest" and underestimate the significance of "Personal worries and anxieties." While it is dangerous and difficult to make flat statements about this particular combination of

²It is also noteworthy that School Group 4 has the highest student percentage, either elementary or high school, and the lowest teacher percentage giving student "Lack of interest" as an important deleterious factor. Regardless of what else may be said, there is considerable discrepancy here.

findings, it is entirely possible that these teachers may be underestimating what is true personal anxiety in the students and attributing it to value system differences, language difficulties, or sheer lack of interest. Teachers and counselors might be alerted to the fact that adolescent anxiety is a real thing and that what appears to be lack of interest may acutally be a defense mechanism. It may be recalled that in Chapter III reference was made to staff attitudes toward low ability students. The discrepancies described here may also be indicative of the "cultural gap" between teachers and students in those schools where there is a higher concentration of non-white middle class students.

Another factor suggested as a possible influence on school success was reading ability. Although very few 8th or 12th grade pupils regarded this as a relevant factor, it is interesting to contrast staff perceptions of this factor with student perceptions. These figure appear in Table 4-4.

Table 4-4					
Discrepancy Between Teacher and Student Percentages of Response to the Choice "Poor reading ability"					
School Group	Percent 8th Grade	Teacher-8th Gr. Discrepancy	Percent Teacher	Teacher-12th Gr. Discrepancy	Percent 12th Grade
1	07	+20	27	+22	05
2	05	+24	29	+27	02
3	06	+ 7	13	+11	04
4	02	+ 8	16	+12	04
5	05	+21	26	+20	06
6	05	+33	38	+32	06
7	04	+20	24	+22	02

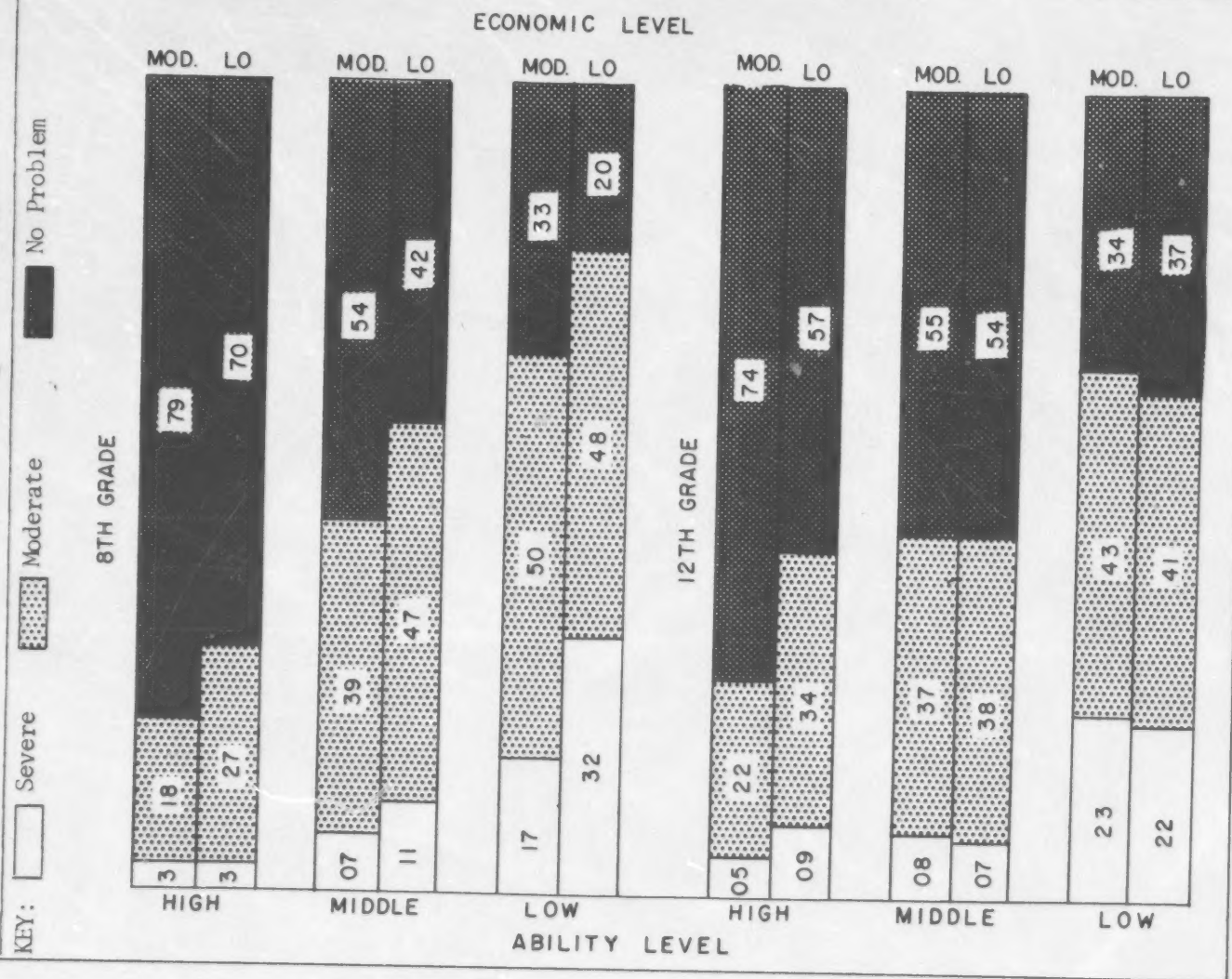
Very clearly and consistently, teachers either overestimate or students underestimate the effects of reading ability on school success. This pertains to all school groups and to all ability levels and thus socio-economic factors are not involved except to raise the question of whether

students from less favored regions may be underestimating the importance of reading. To check this, we again compared School Groups 1 and 6 with School Groups 3 and 4, this time on their responses to the item, "Is not being able to read well a real problem for you? Does it make it harder for you to do your school work?" (Item 7, Appendix E presents results for all school groups and ability levels.) From an analysis of these responses a somewhat different picture emerges. The results are shown in Figure 4-4. When we examine these findings and contrast them with the results discussed earlier, it can be concluded that:

- (1) Although students in general do not see reading ability as a significant factor in school success relative to other factors, many more do recognize it as a problem in and of itself.
- (2) Socio-economic factors seem to play little, if any, role in students' perceptions of their own reading proficiency. A moderate exception is to be found in the high ability group; those from less favored socio-economic areas tend to see reading as a greater problem than their more favored counterparts.
- (3) Ability level and perceived proficiency in reading are highly correlated; the lower the ability, the greater the perceived problem.
- (4) Teachers are probably more accurate than students in estimating the role of reading in school success.

Figure 4-4

Percent of Students, by Grade, Socio-Economic, and Ability Level,
Perceiving Severity of Reading as a Problem



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Two other factors were given with enough frequency by students to warrant mention here. Table 4-5 gives regional average percentages on student-teacher conflict and extra-curricular activities as factors interfering with school effectiveness. The most striking finding is that teachers simply do not see these as factors leading to trouble. While it might not be surprising that teachers would not give a high rating to student-teacher conflict, it is rather unusual that students should show so much more concern over extracurricular activities than teachers, and this at both elementary and high school level. This may be another area of self-examination on the part of teachers and administrators, since there was little difference between schools on this factor.

Table 4-5		
Regional Average Percentages for Staff and Students Indicating Two Factors Seriously Interfering with School Effectiveness		
	Student-Teacher Conflict	Extracurricular Activities
% of Teachers	01	02
% of 8th Graders	11	14
% of 12th Graders	03	15

An analysis of the importance of these factors in terms of ability levels reveals no significant differences except that low ability students were more likely to denote poor reading ability and high ability students were more likely to mention extracurricular activities as interfering with their school success.

This discussion of student and teacher responses to selected interests and attitudes has suggested that socio-economic factors do indeed influence responses. But, considering the evidence we have amassed testifying to

the severity of these factors on school effectiveness, we feel that our assessment of student and teacher attitude has been relatively inadequate and, in retrospect, feel that more attention during the design of the survey should have been given the problem. It would seem logical that a more intensive study of student-teacher perceptions, as they are influenced by the variables we have selected here, should be conducted to assist efforts at amelioration.

We have shown that there are regions within the three-county area, represented by two of the school groups in this sample, which are faced with the familiar pattern of reduced economic and social opportunity, low parental education level, non-English speaking, and a perceived higher incidence of social pathology. The effect of these factors on the schools serving such regions appears to be extremely intense -- to the point where the need for change is more acute here than for any other problem or region within the confines of the survey. Both the staffs of the schools involved and community representatives interviewed concurred on their perceptions of this problem.

CHAPTER V

Educational Objectives: Their Perceived Importance and Attainment

Introduction and Method

Defining and measuring "educational objectives" is very much a part of the current Zeitgeist in education. The purists would argue that unless schools can define their objectives in such a way as to permit reliable measurement, it is impossible to validly decide whether or not they are actually succeeding in what they are trying to do. A less extreme position would argue that the existence of measurable objectives would at least provide curriculum designers with workable guides. At any rate, few would argue against the desirability of having operational educational objectives.

In assessing the educational needs of the three-county region we would have been materially aided had there been stated objectives. Since these are not in existence in any of the schools in our sample, we decided to investigate what teachers perceive to be important or essential educational objectives and, at the same time, obtain from them their estimates of the degree of success their school is having in enabling students to attain these desired objectives. We recognize that this is not a satisfactory substitute for a measure of the discrepancy between actually stated objectives and actually measured levels of attainment, but argue that a comparative matching of teachers' ratings of the importance of certain objectives with their ratings of actual degree of success in reaching these objectives provides the next best inferential determination of discrepancies and needs.

There are innumerable dimensions along which one may draw up a list of educational objectives. Rather than repeating the rationale underlying the numerous attempts to define objectives, we refer the reader to the early chapters in Bloom¹ and Krathwohl² where the arguments are succinctly presented and where the particular rationale for the taxonomy of objectives we have adopted for use in the survey can be found. We examined a number of available approaches to the definition of objectives and finally selected Bloom's system because (a) it purports to be a taxonomy, thus allowing us to see whether teachers' perceived importance of objectives is related to their taxonomic ordering; (b) the objectives are measurable: actual examples of measuring items are presented; (c) it has become relatively familiar to many educators and has been the subject of a substantial amount of recent research³; (d) the system, unlike most of the others we examined, deals with the objectives of instruction per se rather than with the goals of education; and (e) none of the objectives seemed to be inherently controversial or superfluous. That is, it was not anticipated that teachers could argue as to the worthwhileness of any of them but rather which, relatively speaking, were more important than others. On the last point we were wrong as will be shown below.

¹Bloom, Benjamin, (Ed), Taxonomy of Educational Objectives; Handbook I: Cognitive Domain, David McKay Company, Inc., New York, 1956.

²Krathwohl, David, et al, Taxonomy of Educational Objectives; Handbook II: Affective Domain, David McKay Company, Inc., New York, 1964.

³Cox, R., and Gordon, J., "Validation and Uses of the Taxonomy of Educational Objectives: Cognitive Domain. A Select and Annotated Bibliography," University of Pittsburgh School of Education (mimeographed copy), 1965. Summarizes 31 studies involving the Bloom and Krathwohl taxonomy.

Briefly, three forms (A,B,C) of Part II, Teacher Questionnaire were devised, each containing short paragraph descriptions of 11 of the 25 objectives. Seven of these objectives were common to all three forms, allowing for a reliability check.⁴ The three forms were then distributed in random and equal portions to the teachers in each school used in the sample. They were asked to first indicate the extent to which they felt it the school's responsibility to try to attain this objective for slow learners, average learners, and accelerated learners. In each case, they were asked to indicate the degree or extent of the school's responsibility on a four-point scale as follows:

- 3 Imperative or essential that your school try to attain this objective. This should be reserved for those objectives the absence of which would negate the very notion or idea of a system purporting to "educate" youth.
- 2 Objective is highly desirable and would satisfy your criterion of what a school should minimally do.
- 1 Objective quite desirable or "nice to have" but not really essential or required.
- 0 Objective not necessary, even though you may have no particular objections to it.

The teachers were then asked to judge how successful they felt the three ability groups of students in their school were in attaining the objective under consideration. This was to be indicated on a four-point scale: "highly successful," "fairly successful," "some success," and "unsuccessful." (See Appendix A, Part II, Teacher Questionnaire.)

Results

Importance or Desirability of Objectives. In analyzing the results, we computed the mean "desirability" scale score for each objective as well

⁴A "t" test of mean differences between samples of teachers using the common items showed essential agreements.

as the percent of respondents who rated it as imperative or essential. The mean scores ranged from 0 to a maximum of 3. In order to simplify the reporting of the results we have converted the means to four descriptive categories as explained in Table 5-1.

Table 5-1	
Conversion of "Desirability" Mean Scores to Descriptive Categories	
Mean	Descriptive Category
2.50 - 3.00	Imperative (I)
2.00 - 2.49	Desirable (D)
1.20 - 1.99	Nice to Have (N)
0 - 1.19	Unnecessary (U)
Range: 0-3	

The objectives are divided into two major domains: Cognitive and Affective. In turn, each domain is broken into major divisions as follows:

Domain	Major Divisions
Cognitive:	I. Knowledge; II. Comprehension; III. Application; IV. Analysis; V. Synthesis; VI. Evaluation.
Affective:	I. Receiving (Attending); II. Responding; III. Valuing; IV. Organization; V. Characterization by a value or value complex. ⁵

Each major division within a domain contains two or three specific objectives. Table 5-2 presents the descriptive category and the percent of teachers responding "Imperative" for each of the major divisions.⁶ This is included so that the reader may get some picture of the numerical values involved. Since this value is highly correlated with the mean score, it will convey the magnitude of differences involved in a simplified manner.

⁵A description of these 11 major divisions appears in Appendix C.

⁶The mean scores for each of the 25 objectives appear in Table 1A,B Appendix C.

For expository purposes, we will confine discussions and conclusions to the major divisions only. On the assumption, discussed more fully below, that each division is "simpler" or less complex than those following it, the objectives are listed in Table 5-2 in their presumed order of complexity, from less complex to more complex. This table presents the combined findings for all three student ability groups.

Table 5-2		
Percent of Staff Responding "Imperative" to Major Divisions, All Students and School Groups Combined		
<u>Cognitive Domain</u>	<u>Descriptive Category</u>	<u>% of Staff Responding "Imperative"</u>
Knowledge	Desirable	36
Comprehension	Desirable	38
Application	Desirable	52
Analysis	Nice to Have	32
Synthesis	Nice to Have	26
Evaluation	Nice to Have	32
<u>Affective Domain</u>		
Receiving	Desirable	46
Responding	Desirable	53
Valuing	Nice to Have	34
Organization	Nice to Have	32
Characterization by a Value or Value Complex	Desirable	49

When ratings of all subgroups are combined as in Table 5-2, it is seen that no specific objective nor any major division of either domain is seen by teachers as being "imperative or essential." Only two of the 11 major divisions were felt by more than 50% of the teachers to be absolutely necessary for a school to strive to reach. Of theoretical interest is the relative importance teachers place upon the major divisions in the cognitive domain. It is assumed by the taxonomist that "each classification (division) within it (the taxonomy) demands the skills and

abilities which are lower in the classification order."⁷ If this hypothesis is tenable, then we would expect that teachers would rank the divisions listed in the cognitive domain (Table 5-2) in decreasing order of importance since attainment of the latter ones are dependent upon attainment of the earlier. Inspection of the table, however, shows that this is only partially substantiated. The first three divisions in the cognitive domain are perceived as somewhat more essential than the last three. On the other hand, Application is perceived as more essential than Knowledge or Comprehension. If the taxonomist's hypothesis is correct, it is difficult to see how students could attain the Application objective without first attaining Knowledge and Comprehension. It may be, however, that teachers tend to emphasize Application because of its practical and functional implications.

Another interesting comparison is to be seen in the relative importance placed upon the Affective domain as a whole in comparison with that placed upon the Cognitive domain. The perceived greater importance of the Affective objectives suggests, of course, that teachers believe that the development of interests, attitudes, and character has somewhat greater priority as an objective of their efforts than does the development of intellectual skills. It should be emphasized that we do not conclude that teachers do not feel intellectual development to be a desirable educational objective but simply that affective development is perceived as somewhat more desirable. All in all, the analysis of the perceived importance of objectives for all student groups combined does not pointedly suggest any critical educational need.

⁷Bloom, Benjamin, (Ed), Taxonomy of Educational Objectives; Handbook I: Cognitive Domain, David McKay Company, Inc., New York, 1956, p. 120.

The picture changes sharply though when the results are presented separately for slow, average, and accelerated learners. The descriptive category and percent indicating "Imperative" for these three groups for each division of the two domains appears in Table 5-3.⁸

Table 5-3						
Percent of Staff Responding "Imperative" to Major Divisions: Slow, Average, and Accelerated Learner Ratings for All School Groups Combined						
	Slow Learner		Average Learner		Accelerated Learner	
	Descriptive Category	% of Staff	Descriptive Category	% of Staff	Descriptive Category	% of Staff
Cognitive Domain						
Knowledge	Nice to have	17	Desirable	24	Imperative	68
Comprehension	Nice to have	14	Desirable	26	Imperative	74
Application	Desirable	36	Desirable	47	Imperative	73
Analysis	Nice to have	09	Nice to have	19	Imperative	68
Synthesis	Unnecessary	07	Nice to have	14	Desirable	56
Evaluation	Nice to have	10	Nice to have	21	Imperative	66
Affective Domain						
Receiving	Desirable	34	Desirable	39	Imperative	66
Responding	Desirable	40	Desirable	48	Imperative	71
Valuing	Nice to have	20	Nice to have	27	Desirable	55
Organization	Nice to have	17	Nice to have	23	Desirable	57
Characteri- zation by a Value or Value Com- plex	Nice to have	36	Desirable	45	Imperative	65

A clear and significant pattern can be seen by inspecting this table. For every objective, teachers clearly perceive its relative importance as a function of what kind of student one is talking about in terms of learning ability or rate. This variable, the student's ability level, has far greater significance than does the particular objective being considered.

⁸Mean scores for each ability group are found in Table 2, Appendix C.

To recapitulate Table 5-3 we have, in Table 5-4, tabulated the number of objectives falling into the four-fold descriptive classification for each student group.

Table 5-4			
Number of Objectives Falling in Each Category of Importance, by Student Ability Groups			
<u>Descriptive Category</u>	<u>Slow</u>	<u>Average</u>	<u>Accelerated</u>
Imperative	0	0	8
Desirable	3	6	3
Nice to have	7	5	0
Unnecessary	1	0	0

In effect, teachers are saying that it is not imperative that there be any educational objectives for slow learners, while for the accelerated learners it is imperative that the school try to meet almost all of the objectives. The average group falls clearly and neatly in the middle of the two extremes. In no case did a majority of the teachers feel that the school had an "imperative" responsibility to try and reach an objective for the slow learners. In every case a majority of the teachers felt that it was "imperative" that the school try and meet the objective when dealing with accelerated learners.

Another interesting facet is the fact that the relative emphasis on the Cognitive-Affective balance changes as a function of the student group. Relatively speaking, teachers place a great deal more importance on Affective objectives for slow learners and slightly more for average learners, reversing the order with slightly more emphasis on Cognitive objectives for accelerated learners.

It would seem that these findings point up a serious "need." Earlier sections of this report (Chapter III) indicated that the problem of teaching

and meeting the needs of the slow learner was one of the most important and serious problems facing most of the schools in our sample. Although we cannot argue for a cause and effect relationship, the data presented on perceived importance of objectives certainly suggest that the level of expectancy teachers have regarding various sub-groups of students plays a significant role in the problem. To take the above results literally suggests that the classic circular process of initial low-expectancy on the part of teachers, the "self-fulfilling prophecy" behavior on the part of those "slow learners," and the confirmation thereupon of the initial expectancy is operating here. Empirical evidence along these lines has been presented in Chapter III. That is to say, if children perceive that little is expected of them, they often will act to reinforce or confirm this expectancy. It does seem reasonable to assume that certain educational objectives are highly desirable for any kind of student and, to paraphrase Bruner's now famous dictum, "... any subject can be taught to any child at some intelligible level." If the problem of working with the low ability or slow learning group is to be approached, much less solved, a strong need exists to change teachers' attitudes toward the educational objectives for these children.

We have pointed out that teachers tend to feel that the cognitive objectives are relatively more important than the affective objectives for accelerated learners but reverse the order of importance for the average and slow learners. It would seem that this finding has implications in the area of the design and balance of the instructional program since it implies that there should be more emphasis placed on cognitive skills for one class of students and more emphasis on affective skills for another class.

It is worthwhile to reemphasize that teachers discriminate more among classes of students than they do among the educational objectives. It seems to us that this poses a major problem for those who are seriously interested in designing a rational curriculum which is based on specifiable and measurable objectives. If teachers actually think (a) that certain objectives are not absolutely essential for all students, and (b) that the school should not strive for certain objectives for even the poorest student, it seems extremely difficult to envision a curriculum which, to repeat a favorite educational cliché, "meets the needs of all the students." If we assume roughly that two-thirds of the students in a school are either slow or average learners, the majority of teachers are saying that there are hardly any educational objectives which they feel, in the words of our written instructions, are:

"... imperative or essential that (their) school try to attain... This should be reserved for those objectives, the absence of which would negate the very notion or idea of a system purporting to 'educate' youth."

This seems to point up the need to (a) orient teachers to the role and value of operational educational objectives if there is to be any systematic approach to curriculum design and innovation, and (b) for teachers to become more aware of their predisposition toward varying ability groups.

Perceived Success in the Attainment of Objectives. It has been shown that teachers, when considering educational objectives, make marked distinctions between students in terms of ability level. Next, their perception of their school's success in attaining the desired objectives for each ability group will be examined.

As with the desirability mean scores, we have categorized "success" scores into four classes as presented in Table 5-5.

Table 5-5

Conversion of "Success" Mean Scores to Descriptive Categories

$\bar{x}$ Success Score	Descriptive Category
2.50 - 3.00	Highly Successful (H)
2.00 - 2.49	Fairly Successful (F)
1.20 - 1.99	Some Success (S)
0 - 1.19	Unsuccessful (U)

Range: 0-3

In Table 5-6 we present the descriptive class and the percent of teachers who indicated "highly successful" to the specific objectives comprising the major divisions of each domain.

Table 5-6

Percent of Staff Reporting "Highly Successful" to Major Divisions:
Slow, Average, and Accelerated
Learner Ratings for All School Groups Combined

	Slow Learner		Average Learner		Accelerated Learner	
	(1)*	(2)**	(1)	(2)	(1)	(2)
<u>Cognitive Domain</u>						
Knowledge	Unsuccessful	03	Some Success	06	Highly Successful	55
Comprehension	Unsuccessful	02	Some Success	03	Fairly Successful	50
Application	Unsuccessful	04	Some Success	10	Fairly Successful	50
Analysis	Unsuccessful	01	Some Success	04	Fairly Successful	35
Synthesis	Unsuccessful	02	Some Success	03	Fairly Successful	31
Evaluation	Unsuccessful	02	Some Success	05	Fairly Successful	32
<u>Affective Domain</u>						
Receiving	Unsuccessful	05	Some Success	09	Fairly Successful	40
Responding	Unsuccessful	08	Some Success	13	Fairly Successful	46
Valuing	Unsuccessful	03	Some Success	05	Fairly Successful	30
Organization	Unsuccessful	02	Some Success	03	Fairly Successful	28
Characteriza- tion by a Value or Value Com- plex	Unsuccessful	04	Some Success	06	Fairly Successful	32
*Descriptive Category						
**Percent Responding "Highly Successful"						

As is readily apparent, the same pattern of sharp discrimination between student types and little discrimination between objectives appears in the teachers' perception of how successful their school has been in attaining educational objectives. On an absolute basis, it is fair to summarize the findings shown in Table 5-6 by stating that teachers feel that the schools have been unsuccessful (U) with the slow learners, have had some success (S) with the average learners, and have been fairly successful (F) with the accelerated learners. In general, it can be said that teachers perceive that the schools have not been particularly successful in attaining the educational objectives, at least those objectives defined by Bloom and his associates.

It may validly be argued that these results are misleading because it is possible that teachers, in general, have some other educational objectives which they feel are more desirable than those formulated by Bloom. If this were so, their failure to perceive successful attainment of these objectives would not necessarily mean that teachers perceive their schools as not being particularly successful. This argument is refuted on two grounds, logical and empirical. Logically, it seems difficult indeed to conceive of another system of objectives which would neither overlap Bloom's or would be of such a nature as to cause his to be perceived as irrelevant or undesirable. In addition, even if there were another set of objectives that teachers strive for, it does not seem unreasonable to assume that Bloom's are desirable too. In fact, in our instructions to teachers we feared that they would err in the direction of indiscriminately judging all the objectives to be essential or imperative. Empirically, a majority of the teachers indicated that all of the objectives are highly desirable or imperative for certain kinds of students and therefore are not rejecting the stated objectives per se.

But perhaps the perceived degree of successful attainment is related to the degree of perceived desirability of the objectives. That is, it may be that only the objectives that teachers perceive as imperative or highly desirable are relatively more successfully attained, on the rationale that these are the cognitive and affective functions which are emphasized in the instructional program. To check this we computed the discrepancies between the mean ($\bar{x}$) "desirability" score and the mean ($\bar{x}$) "success" score for each objective and then grouped together all those objectives classified as Imperative (I), Desirable (D), and Nice to Have (N) respectively. These figures are presented in Table 5-7.

Table 5-7		
Mean Discrepancy Between Mean "Desirability" and "Success" Score of 11 Major Objectives Presented for Imperative (I), Desirable (D), and Nice to Have (N) Objectives Separately		
<u>Nice to Have (N)</u>	<u>Desirable (D)</u>	<u>Imperative</u>
($\bar{x}$) = .555	($\bar{x}$) = .564	($\bar{x}$) = .307

Analysis of the figures in Table 5-7 indicate that the mean ($\bar{x}$) discrepancy score (difference between "desirability" and "success") is statistically significantly smaller for those objectives rated as Imperative than it is for the objectives rated either Nice to Have or Desirable and thus supports the hypothesis that teachers perceive greater success of attainment with those objectives perceived as more imperative. However, it must be remembered that all of the objectives which were perceived as imperative were in reference to the accelerated group alone, and as such, the results shown in Table 5-7 support the "self-fulfilling prophecy" hypotheses stated earlier.

Also noteworthy in Table 5-7 is that even for the objectives rated as only "Nice to Have" (N), teachers do not feel that the level of attainment has been successful. Since most of these pertain to the slow learner group, it further reinforces the generally pessimistic picture of the schools' education of these students.

We contend that this exploration of educational objectives has raised a serious problem and the "need" for something to be done. Two facets of the problem emerge: (a) Teachers, when they think in terms of specifiable educational objectives, have very low expectancies for a sizable proportion of the student body, and (b) from the teachers' viewpoint, the schools are not being particularly successful in meeting educational objectives. As stated in the introduction to this section, we would have preferred a direct measure of student attainment of objectives. If they had been available, we suspect that a goodly number of the so-called slow and average learner groups at the elementary level would have demonstrated attainment beyond the level of desirability expressed by teachers. In every case, our data indicate that a discrepancy exists between desired level of attainment (no matter how low it might be) and perceived actual level of attainment.

We had hypothesized in our initial thinking on this problem that our findings would be more in the line of discrimination among objectives and that we might be able to point out that a need existed to strengthen certain parts of the instructional program in order to better fulfill certain objectives. Instead we found what, in a sense, is a more serious problem and that is the attitudes of a substantial majority of teachers towards students of varying learning abilities. It is one thing for teachers to perceive that the school has been less successful in getting less able

students to reach certain highly desirable educational objectives. It is another thing to say that there are no highly desirable educational objectives for these students. The implications of these findings for teacher training and in-service training are obvious.

CHAPTER VI

Community-School Relationships and the Role of a Supplementary Center

This chapter deals primarily with the results of the group interviews conducted with community representatives and school administrators in the three-county region. The format and purpose of these interviews have been described in the introductory section of this report. The list of questions which served as the basis for discussion is presented below.

Outline of Discussion Topics Used in Group Interviews

SCHOOL ROLES

1. What services, facilities, and activities should your schools be providing for your community?
2. What are they now providing the community?
3. What problems seem to be involved in enabling the school to serve the community in the way you think it should?

COMMUNITY ROLES

1. What could the community provide to the schools that is not now being provided?
2. What is the current community-school relationship?
3. What are the problems?

THE ROLE OF A SUPPLEMENTARY EDUCATIONAL CENTER

1. What could it provide?
 2. What are the problems in working with such an agency?
 3. What, ideally, should the relations between the Center and the local districts be?
 4. What are the problems of "educational change" in general in your community?
-

The subject of community-school relationships was also touched upon in the Teacher Questionnaire where staff members were asked to rate the severity in their school system of the "Lack of community and school integration" and the "Lack of use of school facilities as a community resource." Students were not asked any questions pertinent to the problem since it was felt that they were not in a position to make a knowledgeable judgement.

Of all the problem areas presented to the school staffs, the community-school relationship was seen, overall, as the least important problem. Specific responses by school groups to this item and to the possible solutions are presented in Appendix D, Item 13A, 13B. Every group rated it as minor or of no importance. In no school group did 50% of the staff rate this as an important and/or critical problem. This clearcut finding suggests that teachers, by and large, are either not particularly interested in, or not particularly well-informed about, the larger role of the school vis a vis the community. As will be reported below, data obtained from interviews with interested citizens, board members, and some school administrators suggest that the problem is more severe than staff members perceive it to be. The fact that community representatives and most of the school administrators interviewed, perceived problems in the inter-relationship between school and community while the school staffs did not, suggests, in itself, a need for making teachers more aware of educational problems not encountered directly in the classroom.

Although there are a number of significant differences among school groups as to the actual and optimal amount of school involvement in community problems and perceived need for further involvement, three generalizations apply to the three-county region. First is the reiteration by each group interviewed of the recognized increased responsibility of the

school as the paramount social institution for the development of the cultural, social, economic, and even spiritual values of the society. If all the comments elicited in the interviews concerning the school's role beyond its customary role of "educating" youth from K-12 were combined, every conceivable cultural transmission function which historically had been shared by family, church, social organizations, and peers would be included.¹

What seemed particularly significant was the impression that this responsibility was no longer limited only to the youth but that the school had a responsibility for the pre-school and post-school population as well, in such areas as language training, job training, child rearing, plus recreational, social, and intellectual enhancement. The problem seemed especially acute in those areas having a large "minority group" population.

A second generalization, and one that has some relationship to the first, is that those districts which serve the more economically established segment of society (the comfortable middle class) have the means and do provide more community services than those in which there is actually a greater need for the school to fulfill broader functions historically served by other social institutions. It is not simply that the "wealthier" districts have the means to perform these services; the distinct impression given is that the citizens from these districts are more aware of the need for such services. Ironically, and relatively speaking, their need is relatively less acute than the "poorer" districts. This does not mean that the latter are unaware or disinterested but rather that they seem to be less prepared to offer solutions as to what community needs the school might actually be able to fulfill.

¹School Group 5 disagreed somewhat with this position. They felt that other institutions in the community should assume the prime responsibility for these functions.

The final generalization is that all schools face the serious problem of bringing together and involving that segment of the community in the schools' activities which might best benefit them. By and large, where schools do try to serve the community beyond its primary responsibility, they continue to attract those least in need of the program being offered. It would seem that a highly valuable contribution on the part of the Supplementary Center would be the support of innovative ways of attracting and holding the participation of those citizens who currently are bypassed or do not respond.

Turning now to the specific needs mentioned by the groups interviewed, we have listed in Table 6-1 all the suggestions offered as to what the schools could do for the community and are not now doing. We have also indicated which schools express a need for that activity and which schools are already providing that particular activity.

A number of further suggestions elicited which pertain to ways of improving K-12 programs are not listed. In the main these suggestions involved the extension of the school's responsibility for inculcating students with beliefs and values heretofore relegated to other institutions.

When the community and school leaders interviewed were asked how the community could assist or augment the schools, there seemed to be less concern and interest in this topic than in that expressed for the topic of the school's role in the community. Generally speaking, those communities presently supporting a fair number of cultural institutions such as museums, art galleries, and concert series did not have much to add, while those communities lacking such activities felt that they should be

provided to augment the school program. As mentioned previously, the communities that would generally be described as "poorer" are the ones which provide little in the form of cultural enrichment to the populace, which have little chance to do anything about it, and the ones where the need is most intense. All communities felt that the human resources in the communities should be organized and utilized to enrich the school program. One group even suggested the possibility of a community group requesting EDINN support to organize such a program.

Table 6-1		
Suggestions Offered by Groups Interviewed on What the Schools Could Do for Their Communities*		
Description of Suggested Activity	School Group Expressing Need	School Group Providing Need Already
Enrichment summer program (<u>not</u> summer school program)	1	5
Playground directors (recreation)	1,3	5
English for Spanish-speaking parents	1,6	
Child-care training and centers	1,2,3,4,6	5
Family economics, budgeting, citizenship	1,2,3,4,6	
Training (courses) in social skills, group relations, etc.	1,4	
Post-school skill training	3,4	
Greater school-community concerted action in student job training and preparation	All	
Basic adult education; not vocational, recreational, or "advanced"	1	
Educational TV into homes: to provide job training instruction and basic education	4	
Evening and weekend use of schools for family education and recreation	2,4	5
Greater role of school in developing a preventative community mental health program	2	
Specific problem of migrant family education	2,6	1
A more meaningful continuation program	All	
Greater involvement of retired citizens in community life	4	
Decentralization of school activities to bring them closer to where people are	1,2,3	

*School Group 7, a parochial group, is not included in this section because we were unable to arrange an interview with an appropriate group of representative citizens.

Another topic which seemed to arise in all groups was the community's role in helping the schools train youngsters for employment: Work-study programs, apprenticeships, community-supported student enterprises, and the like. Aside from these general areas, there were no suggestions which identified a need specific to a given community. It seems fair to conclude that the community and school leaders interviewed felt that the schools had a far greater responsibility for larger community problems than the community had for school problems.

A third topic, the role of a regional Supplementary Educational Center, was discussed during the group interviews in the belief that reporting of expressed attitudes toward, and perceptions of, the proposed Center would help the planners in their operation of the Center. Although a number of specific suggestions were offered and are reported below, it can be said, in general, that the degree of positive attitude toward the Center and its activities up to the present is highly related to the geographic proximity of the respondent to the location of the Center: The nearer groups are to the site of the Center, the more positive their attitudes towards it. Part of this is attributable to the feeling of those in outlying areas that they have been only peripherally involved in the planning, and part to the more serious charge that they have been included only because the Federal legislation requires a minimum number of students and not because anyone is interested in helping them solve their pressing educational problems. At the present time, the Supplementary Center is clearly not perceived as a joint three-county endeavor by the majority of the individuals interviewed. In fact, on one or two occasions, there were feelings expressed that the outlying areas should withdraw entirely from the Center

but this was never a majority view. It should be mentioned too that much of the resentment and negative feelings expressed are directed as much to the administrative handling of the setting up of the Center as toward the idea of the Center itself.

A dilemma which may not be apparent to some of the individuals either in outlying or central districts is that in many instances the most severe problems are to be found in the outlying areas but with only a relatively few students affected. From one point of view it is felt that much more attention and effort should be focused on the unique problems of the outlying districts while, from the other point of view, it is felt that the large majority of students are in the more centrally located districts and therefore deserve the major share of time, money, and staff. From a cost-effectiveness point of view, the dilemma faced by those responsible for the expenditure of the available funds boils down to: Is it educationally more effective to spend \$100 per student for 100 students in order to help them receive an adequate education or is it more effective to spend \$10 per student for 1,000 students so that they may receive more than just an adequate education? Thus, the "conflict" between the "richer" and more populated districts vs. the "poorer" less populated districts.

The impression received from these discussions is that the Supplementary Center is not expected to play a particularly aggressive role; it is not perceived as initiating large scale innovations, but rather as responding to the requests on a district-by-district basis. Apparently the Center is supposed to provide information, on the basis of which districts would make requests and the Center would provide support. Underlying all this, of course, is the basically cautious attitude toward "Federal" programs. All the community representatives involved in the interviews felt that

they would resent a Federally sponsored supra-agency unless the local district "maintained control." This feeling seemed less strong in the larger, more centrally located districts which have had more experience in the use of Federal funds.

Table 6-2 presents a list of suggestions elicited regarding the desired role the Center should play in relation to individual school districts.

Table 6-2	
Suggestions Offered by Groups Interviewed on the Desired Role of a Supplementary Center	
1.	A clearing center or repository of up-to-date research information concerning innovative educational programs developed throughout the country and a means of disseminating this information.
2.	A source for obtaining qualified consultants to local schools upon request, to assist them in implementing changes initiated by the schools themselves.
3.	A source for supplying the funds and the staff to provide inservice teacher-training programs that have been initiated by the local districts.
4.	Provide funds to local districts to enable teachers to visit exemplary programs in other areas.
5.	Provide local districts with detailed information (and for some of the poorer districts, the staff) pertaining to means and availability for obtaining grants for programs.
6.	A responsibility to see that the "less advanced" districts are kept abreast of current innovations and research.
7.	Provide a public information service for educating the public in the current problems and innovations in education.
8.	Sponsor programs of visiting experts in the schools.

Almost all of the respondents believed that EDINN was an unknown concept to the general public and they did not feel that additional publicity would make much difference. In general, the population at large

is perceived as quite indifferent to the establishment of a Center although almost every group felt strongly that when programs are introduced with the support of EDINN it is very important that the publicity emphasis be placed upon the participating district and its staff rather than upon EDINN's role. It is apparently felt that so far too much emphasis has been placed upon the latter.

To summarize, it would appear that some rather serious problems exist regarding the relationship of the proposed Center and the participating school districts. These revolve mainly about establishing a clear and accepted communication network which encourages district-to-center input and a clearer understanding and agreement as to the "authority" links between schools and the Center. It would seem highly advisable for the Supplementary Center planners and directors to devote still more effort in involving school staff and community leaders in the active decision-making processes of the Center and **make** certain that the activities, progress, and findings of the Center are thoroughly disseminated to all participating schools and communities.

PART III

SUMMARY AND CONCLUSIONS

Introduction

There is a certain folly inherent in presuming to assess the educational needs of a large and diverse area. For one thing, out of sheer practicality we can necessarily study only selected aspects of the total educational enterprise. For each aspect that we may have chosen to examine, a critic can rightly point out others that are equally or perhaps more important. For each item in each instrument designed to elicit the sought after information, a critic can suggest alternative items that might have elicited more meaningful information. In fact, we can, in retrospect, do this ourselves for better than half of the items we designed. For each procedure for ordering and analyzing the data another could rightfully be suggested. Furthermore, it is clearly recognized that generalizing from a sample as we have done ignores local conditions which, although not educational in nature, play a critical role in determining the scope and quality of an educational program: Assessed evaluations, the diverse philosophies of local school board members, district tax rates, and the characteristics of school budgets. All this is to suggest that this survey is not exhaustive in its breadth, its thoroughness, or its generalizability. On the other hand, we have amassed a sufficient body of empirical evidence to suggest a number of needs, some which may have been obvious to any observer of the educational scene and some which may be much less apparent. The very purpose of a systematic survey is to provide empirical evidence that is sufficiently reliable to (1) substantiate a number of felt needs, or (2) uncover some less obvious ones. We believe we have accomplished this. Though we have attempted to point out the major needs which emerge from the data, the

interested reader can probably derive others from a careful inspection and interpretation of the data presented in this report and the appendices.

In studying the overall characteristics of the schools in this sample, we have become acutely aware of the diversity among schools in their makeup of student population. This factor suggests that extreme care must be taken in deciding what kind of innovation or supplementary activity is to be introduced into a particular school or schools. It is manifestly clear to those engaged in educational research and development that the success of the implementation of a newly developed program is, to a large extent, dependent upon the similarity of the group of students, the type of school, and the expectancies of the staff to the group with the originally designed program. It seems unlikely to us, for example, that any single instructional innovation currently available would be equally effective in the schools we studied in this survey. Accordingly, it is hoped that some of the data collected in the survey might be profitably used by educational planners to match programs with the particular schools for which they would be most appropriate.

Recapitulation of Conclusions

The information collected and analyzed in this survey was organized around six major topics or chapter headings. The first four of these topics reflect the problem areas perceived most important or crucial by the staff members of the seven representative school groups surveyed. The last two topics deal with portions of the study which, although related to the foregoing, were treated separately: The analysis of educational objectives and the results of the group interviews with community and school representatives. Following are brief concluding statements for each of the six main topics:

Chapter I, Curriculum Balance and Vocational Training. Rated overall by staff members as the most critical problem facing the schools in the region surveyed was the problem area designated as "Significant numbers of non-college-bound youngsters not prepared for jobs." With an average of 46% of the high school seniors in the seven school group sample planning an academic career (this figure ranged from 36% to 56% in specific school groups), it is clear that a sizable proportion of non-academic students is involved. Of particular pertinence is the apparent discrepancy between staff and student perception of the value of job training: Students tended to regard training for a job or career of much greater importance than did staff members. That students of low and middle academic ability placed greater emphasis upon vocational preparation than did high ability students is not surprising, but it has significant implications for curriculum planning. If there is to be agreement between staff members and students as to what constitutes a meaningful school program -- surely a prerequisite for successful instruction -- it would seem that a clarification of educational goals is warranted. Also relevant to this consideration is the fact that relatively few staff members felt curriculum balance per se was a problem. This suggests that it may be the effectiveness of the vocational programs currently being offered which is primarily in question rather than a lack of attention to the need.

Chapter II, Instructional Techniques and the Role of the Teacher. The need for individualized instruction to permit "... a sizable number of students to progress at their own rate" was described as an important problem in most of the school groups. Survey findings related to this area reveal a paradoxical situation which has far-reaching implications for any

effort to introduce innovations into the schools of the region. Considerable evidence emerged to support the conclusion that many teachers, while acknowledging the desirability of individualized instruction, do not seem to have grasped the concept of individualization and what it really is. They apparently believe it is synonymous with small class size and personal knowledge of the student, or that it automatically will result from these conditions. Furthermore, while teachers are hospitable to the idea of new and improved curriculum materials, they apparently do not seriously consider the possibility of using them in anything other than the traditional setting with which they are familiar. Few of the teachers sampled appeared to feel that the traditional role of the classroom teacher required re-examination. This is surprising in the light of the dramatic developments of the past decade toward innovations in school organization, curriculum design, instructional techniques and media, all of which would seem to be predicated on the assumption that the traditional one teacher-one classroom pattern is simply not the most effective means of education, particularly in view of present-day limitations on time, money, and the number of trained teachers available. This situation indicates that if successful changes in instructional techniques or approaches are to be accomplished, they must be preceded by thoughtful re-orientation of staff members as to the need for and advantages of such changes.

Chapter III, Educating Students of Various Ability Levels. For the three-county region as a whole, the problem of effectively educating the low ability student was rated as highly critical and, as would be expected, was seen as especially critical in those areas having a larger proportion of students who score low on standardized scholastic aptitude tests. Survey

findings indicated that, although students of all ability levels generally felt that the high ability group was given relatively more attention than the others, both students and staff perceived a more than adequate degree of effort expended on all students. It does not appear, accordingly, that this problem is attributable to lack of effort but rather more to a feeling on the part of teachers that their efforts with low ability students are not met with success. A partial explanation of this situation may be found in the significant differences between ability groups on subject matter preferences. More low ability students expressed interest in those subjects which could be classified as concrete or manipulative while more high ability students expressed interest in those subjects classifiable as abstract or cognitive. The fact that the current curriculum is heavily weighted toward the latter content may contribute to the difficulty of effectively instructing low ability students. Results also suggested that teacher expectancies may be toward students of varying ability levels affecting student self-confidence and achievement. It would seem that both curricular and attitudinal approaches toward the low ability student are needed if effective changes are to take place.

Chapter IV, Social Factors and the Schools. Survey findings indicate that there are regions within the three-county area, primarily represented by two of the school groups in the sample, which are faced with the familiar pattern of reduced economic and social opportunities, low level of parental education, a perceived greater incidence of disinterest in school. In these two school groups, there is also the problem of large numbers of non-English speaking students and culturally deprived students; two other school groups within the sample are confronted with this latter

situation but not to so severe a degree. The effect of these factors on the schools appears to be extremely intense, to the point where the need for change is more acute here than for any other problem or region within the confines of the survey. Both the staffs of the schools involved and community representatives interviewed concurred on their perceptions of the severity of this problem and in the feeling that at least part of the solution lies in greater community and family involvement with the schools, including pre-school and post-school activities. Evidence in the survey of a greater discrepancy between staff and student perceptions in these "socially-impacted" areas than in the more favored regions implies a need for greater awareness on the part of the staff of student problems and values.

Chapter V, Educational Objectives: Their Perceived Importance and Attainment. Staff responses to various educational objectives, based on Bloom's cognitive and affective domains, indicated a need for teachers to become aware of the necessity for (a) developing measurable objectives, and (b) discriminating among them in terms of both sequence and relative importance. While teachers did not discriminate among objectives, they did make very sharp distinctions as to the desirability of each objective among ability groups: All objectives were highly desirable for high ability students; no objectives were highly desirable for low ability students. This finding has serious implications for it suggests that teachers' attitudes toward the possible attainment level of low ability students may, in itself, be a significant factor in their generally low level of achievement. Thus, it would appear that teachers need to become aware not only of the importance of educational objectives but also of the consequences of a differential predisposition toward varying ability groups.

Chapter VI, Community-School Relationships and the Role of a Supplementary Center. There was a fairly wide disparity among the school groups sampled of the extent to which the schools have become involved in or responsible for community problems beyond the constraints of the K-12 program. Some schools are quite active, others are almost inactive, but in all communities a clear need was expressed for schools to assume more and more of the functions which in the past have been shared by other social institutions; the social, cultural, intellectual and recreational needs of the adults as well as the school age population are increasingly perceived as responsibilities of the schools. Probably the most single significant demand upon the schools is that they serve as the primary agent in the community's approach to minority group "problems." Attitudes toward the Supplementary Educational Center and their perceived role were elicited and reported.

Summary

Data from this survey indicate that schools in the region sampled might well evaluate their own need to (1) clarify their goals, both in terms of measurable objectives for all students and more particularly in regard to (a) vocational training for non-college bound students, and (b) the instructional program for students of low academic ability; (2) become aware of any significant discrepancies between staff and student perceptions of needs and values, lest the goal of "meeting student needs" exist in actuality as "meeting what the staff thinks student needs are"; (3) develop a willingness on the part of the staff members to consider educational alternatives which depart from conventional patterns of instruction if such departures offer valid promise of improvement; (4) assess their responsibility for involvement in the community

to deal with the larger social forces which affect the success of the school program.

The focus and, in a sense, the bias in this survey has been toward the detection of inadequacies and shortcomings in the schools as they currently operate. We have tended by the nature of this inquiry to minimize the strengths and positive qualities which exist in all schools. There was a deliberate effort made to avoid comparisons of different schools in terms of their relative quality or effectiveness. The comparisons we did make were in terms of the kinds and degree of problems or needs confronting the schools in the three-county region. We mention this to avoid the impression that the findings from this survey are in any way an indictment of the schools. To the contrary, the findings, in general, can be construed as an indication of the willingness of those involved in education to recognize their problems, and of a realistic awareness on their part that the quality of education can be improved. As long as no acceptable, meaningful, and reliable way exists to measure quality, it is impossible to discover how far the schools have to go yet to reach the level of excellence they all undoubtedly strive for. Although the term "outstanding" has no operational definition, the fact that fewer than 10% of the staff in any school group sampled felt their system to be "outstanding" is an encouraging sign of the awareness that there is much still to be done.

APPENDIX A

Sample of Student and Teacher Questionnaires

Section 1. 8th Grade Student Questionnaire

PLEASE DO NOT WRITE IN THIS AREA

School Code #

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Group: 1 2 3

Pupil ID #

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8th AND 12th GRADERS

STUDENT SURVEY

Your school has been selected as one of the schools in a survey being conducted by George Washington University. The purpose of the survey is to find out, among other things, how students view their school, themselves as students, and their future. It is hoped that this information will lead to changes aimed at making the schools even better than they are now.

It is important, therefore, that you answer these questions as truthfully as you can. You can be sure that no one in your school will see your answers -- they are to be used for research purposes only.

As you will see, there are no right and wrong answers. Most of the questions are aimed at giving you a chance to express your views and opinions, and a chance for these views and opinions to be used in planning changes in the schools.

Occasionally a question will be hard to answer because it may not exactly describe your feelings. In these cases, answer anyway; put in the best answer that you can.

Work fast. Generally one's first feeling is the best one. Don't spend too much time over any item. When you are finished, raise your hand and you will be told what to do.

Please be sure you have filled in the information below before you begin.

School _____

Date _____

Grade: 8 12 (circle one)

Sex: M F (circle one)

DIRECTIONS: You are to mark only one answer for each question unless asked to mark more than one.

1. How many times have you changed schools because your parents have moved?

0-3 times	4-10 times	11-20 times	more than 20 times
[0]	[1]	[2]	[3]
2. What do you feel is the most important thing a person can obtain by going to school?

___ [0]	How to get along with other people.
___ [1]	Facts
___ [2]	How to think.
___ [3]	Training for a job or career.
___ [4]	An appreciation of things or ideas.
___ [5]	Nothing
3. What do you feel is the main reason for being in school?

___ [0]	Find out what the world is all about.
___ [1]	Be able to earn more money when I'm older.
___ [2]	Be able to get an interesting job someday.
___ [3]	Learn to appreciate the good things in life.
___ [4]	Because the law says I have to go.
4. What do you think is the main purpose or reason for tests and grades?

___ [0]	Measure what students have learned.
___ [1]	Measure how smart a student is.
___ [2]	Sort students for school purposes.
___ [3]	Make students work harder (reward and punishment).
___ [4]	Let the teacher know how good a job <u>he</u> is doing.
5. What do you feel your chances actually are of reaching your highest ambition or dream that you have for the time when you are an adult?

___ [0]	Excellent
___ [1]	Very good
___ [2]	Fair
___ [3]	Not too good
___ [4]	Poor
6. How are conditions for doing homework? (Control of noise, radio, TV, other children.)

___ [0]	Excellent; others helpful and cooperative.
___ [1]	Pretty good.
___ [2]	Average; OK part of the time.
___ [3]	Fairly noisy; not much encouragement.
___ [4]	Very noisy; many distractions.

7. Is not being able to read well a real school problem for you? Does it make it harder for you to do your school work?
- ☐ [0] No problem at all.
☐ [1] A slight problem.
☐ [2] A fair-sized problem.
☐ [3] Quite a problem.
☐ [4] A very big problem.
8. How much do you enjoy writing papers for school? (For example, reports, themes, or any writing assignment.)
- ☐ [0] Always enjoy it.
☐ [1] Almost always enjoy it.
☐ [2] Enjoy it part of the time.
☐ [3] Enjoy it once in a while.
☐ [4] Almost never enjoy it.
9. What are the two most important of the many things that keep you from getting the most out of school? (Be sure you check only two.)
- ☐ [0] Own lack of interest.
☐ [1] Poor study habits.
☐ [2] Poor reading ability.
☐ [3] Teacher doesn't like me; or I don't like the teacher.
☐ [4] Personal worries and anxieties.
☐ [5] Poor teaching.
☐ [6] Too much outside activity.
☐ [7] Poor writing ability.
10. Would it be better to have a school year that has several short vacations of two or three weeks each rather than a long summer vacation? Would this be better for students and teachers?
- ☐ [0] Very much better.
☐ [1] Somewhat better.
☐ [2] Not much difference.
☐ [3] Somewhat worse than now.
☐ [4] Much worse than now.
11. During this school year, about how many times have you had scheduled appointments with teacher, counselor, assistant principal or principal, to discuss school or personal problems? This does not count short accidental meetings for purposes of discipline.
- ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more
☐ [0] ☐ [1] ☐ [2] ☐ [3] ☐ [4]

12. What are your feelings about the various school subject areas listed? First, check those areas which you have never taken. Then, for the remaining subjects, check the answer which best describes your feeling about each.

AREAS	NEVER TAKEN [0]	VERY INTERESTING [1]	INTERESTING [2]	AVERAGE [3]	DULL [4]	CAN'T STAND [5]
Mathematics						
Science						
Art						
Music (not band)						
History & Social Studies						
English Literature						
Grammar & Spelling						
Foreign Languages						
Shop (Auto, metal, etc.)						
Home Economics (sewing, cooking, etc.)						

13. Here are some things students like and some things students don't like about school. Read the list below and decide how you feel about each thing listed. Then, check the space which tells your feeling best.

	LIKE VERY MUCH [0]	LIKE A LITTLE [1]	DON'T CARE [2]	DON'T LIKE MUCH [3]	DON'T LIKE AT ALL [4]
Teachers who care very much whether you work hard and do well					
Class where you have to do things and figure things out for yourself					
Class where we see lots of movies and slides.					
Teachers who are easy and don't make you work hard.					
Teachers who like me.					
Classes where I get a chance to recite and talk things over with others.					
Small classes: 15 or less in class.					
Times when the teacher can give me special help by myself.					
Classes where all the children are about the same brightness.					
Classes where bright children and slower children are together.					

14. What kind of work does the chief wage-earner in your home do (father, mother, guardian)? Write in the type of work on the proper line. If both parents work, fill out both lines. Try to tell both the type of occupation and its general level. If a "supervisor," supervisor of what. If "manager," manager of large ranch or small shop; if "farmer," large or small farm.

Type of work: Father _____

Type of work: Mother _____

15. How much education did your father and mother (or main guardian) obtain? Be sure to check one for father and one for mother. Guess if you are not sure.

FATHER

___ []
___ []
___ []
___ []
___ []
___ []

1 to 8 grades
9 to 12 grades
Completed 12 grades (Diploma)
Some college (no degree received)
College graduate with degree
Advanced degree, MD, PhD, DDS, MA

MOTHER

___ []
___ []
___ []
___ []
___ []
___ []

Section 2. 12th Grade Student Questionnaire

PLEASE DO NOT WRITE IN THIS AREA

School Code #

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Group: 1 2 3

Pupil ID #

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8th AND 12th GRADERS

STUDENT SURVEY

Your school has been selected as one of the schools in a survey being conducted by George Washington University. The purpose of the survey is to find out, among other things, how students view their school, themselves as students, and their future. It is hoped that this information will lead to changes aimed at making the schools even better than they are now.

It is important, therefore, that you answer these questions as truthfully as you can. You can be sure that no one in your school will see your answers -- they are to be used for research purposes only.

As you will see, there are no right and wrong answers. Most of the questions are aimed at giving you a chance to express your views and opinions, and a chance for these views and opinions to be used in planning changes in the schools.

Occasionally a question will be hard to answer because it may not exactly describe your feelings. In these cases, answer anyway; put in the best answer that you can.

Work fast. Generally one's first feeling is the best one. Don't spend too much time over any item. When you are finished, raise your hand and you will be told what to do.

Please be sure you have filled in the information below before you begin.

School _____

Date _____

Grade: 8 12 (circle one) Sex: M F (circle one)

DIRECTIONS: You are to mark only one answer for each question unless asked to mark more than one.

1. How many times have you changed schools because your parents have moved?
- 0-3 times 4-10 times 11-20 times more than 20 times
[0] [1] [2] [3]
2. What do you feel is the most important thing a person can obtain by going to school?
- [0] How to get along with other people.
 [1] Facts
 [2] How to think.
 [3] Training for a job or career.
 [4] An appreciation of things or ideas.
 [5] Nothing
3. What do you feel is the main reason for being in school?
- [0] Find out what the world is all about.
 [1] Be able to earn more money when I'm older.
 [2] Be able to get an interesting job someday.
 [3] Learn to appreciate the good things in life.
 [4] Because the law says I have to go.
4. What do you think is the main purpose or reason for tests and grades?
- [0] Measure what students have learned.
 [1] Measure how smart a student is.
 [2] Sort students for school purposes.
 [3] Make students work harder (reward and punishment).
 [4] Let the teacher know how good a job he is doing.
5. What do you feel your chances actually are of reaching your highest ambition or dream that you have for the time when you are an adult?
- [0] Excellent
 [1] Very good
 [2] Fair
 [3] Not too good
 [4] Poor
6. How are conditions for doing homework? (Control of noise, radio, TV, other children.)
- [0] Excellent; others helpful and cooperative.
 [1] Pretty good.
 [2] Average; OK part of the time.
 [3] Fairly noisy; not much encouragement.
 [4] Very noisy; many distractions.

7. Is not being able to read well a real school problem for you? Does it make it harder for you to do your school work?

___[0] No problem at all.
___[1] A slight problem.
___[2] A fair-sized problem.
___[3] Quite a problem.
___[4] A very big problem.

8. How much do you enjoy writing papers for school? (For example, reports, themes, or any writing assignment.)

___[0] Always enjoy it.
___[1] Almost always enjoy it.
___[2] Enjoy it part of the time.
___[3] Enjoy it once in a while.
___[4] Almost never enjoy it.

9. What are the two most important of the many things that keep you from getting the most out of school? (Be sure you check only two.)

___[0] Own lack of interest.
___[1] Poor study habits.
___[2] Poor reading ability.
___[3] Teacher doesn't like me; or I don't like the teacher.
___[4] Personal worries and anxieties.
___[5] Poor teaching.
___[6] Too much outside activity.
___[7] Poor writing ability.

10. Would it be better to have a school year that has several short vacations of two or three weeks each rather than a long summer vacation? Would this be better for students and teachers?

___[0] Very much better.
___[1] Somewhat better.
___[2] Not much difference.
___[3] Somewhat worse than now.
___[4] Much worse than now.

11. During this school year, about how many times have you had scheduled appointments with teacher, counselor, assistant principal or principal, to discuss school or personal problems? This does not count short accidental meetings for purposes of discipline.

$\frac{\quad}{[0]}$ ⁰ $\frac{\quad}{[1]}$ ¹ $\frac{\quad}{[2]}$ ² $\frac{\quad}{[3]}$ ³ $\frac{\quad}{[4]}$ ⁴ or more

12. What are your feelings about the various school subject areas listed? First, check those areas which you have never taken. Then, for the remaining subjects, check the answer which best describes your feeling about each.

AREAS	NEVER TAKEN [0]	VERY INTERESTING [1]	INTERESTING [2]	AVERAGE [3]	DULL [4]	CAN'T STAND [5]
Mathematics						
Science						
Art						
Music (not band)						
History & Social Studies						
English Literature						
Grammar & Spelling						
Foreign Languages						
Shop (Auto, metal, etc.)						
Home Economics (sewing, cooking, etc.)						

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13. There should be a continuing effort to do much more to make school and studies more interesting and meaningful. Below are some things that have been done or suggested in various places. Check those two that would be of most help in making school more interesting and meaningful to you. Be sure you have checked only two.

- ☐ [0] Greater teacher interest in the students.
☐ [1] Harder courses, more challenging to the student.
☐ [2] Greater use of special techniques such as television, teaching machines, tape recorders, etc.
☐ [3] Greater teacher interest in subject matter.
☐ [4] Less lecture; more student reading and discussion.
☐ [5] More small group teaching with personal contact between student and teacher.
☐ [6] More emphasis on individual instruction and attention.

14. About how many high school teachers have you had whom you would call truly stimulating and inspiring?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more
☐ [0] ☐ [1] ☐ [2] ☐ [3] ☐ [4] ☐ [5]

15. During this school year, about how many times have you had scheduled appointments (not incidental meetings) with teacher, counselor, or principal to discuss problems of job guidance or college plans?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more
☐ [0] ☐ [1] ☐ [2] ☐ [3] ☐ [4] ☐ [5]

16. In all schools there are students of high ability, of average ability, and of low academic ability. What effort do you think your school is making in order to meet the particular needs of these groups of students? For each group, check what you think is the degree of effort the school is making.

GROUP	GREAT EFFORT [0]	MODERATE EFFORT [1]	AVERAGE EFFORT [2]	LITTLE EFFORT [3]	NO EFFORT [4]
High Ability					
Average Ability					
Low Ability					

17. Many things influence a person's chance of becoming what he or she wants to be as an adult. Which two of the reasons mentioned below do you think most people would consider to be most important? Be sure you mark only two.

- ___[0] Family wealth
- ___[1] Learning ability
- ___[2] Hard work, perseverance
- ___[3] Nationality, race, color
- ___[4] Luck
- ___[5] Family status, position
- ___[6] Attending the right school
- ___[7] Knowing the right people

18. Now, look at the list in Question 17 again. Which two reasons do you really feel are the most important? Check the two numbers below, using the descriptions in Question 18.

___[0] ___[1] ___[2] ___[3] ___[4] ___[5] ___[6] ___[7]

19. Right now, what are your most realistic plans for the first year after high school? Be honest. Be realistic. Don't check college unless you are pretty sure you will go. (Nobody sees these questionnaires but the researchers.)

- ___[0] Four year college
- ___[1] Junior college, liberal arts
- ___[2] Junior college, technical
- ___[3] Trade school, craft or technical
- ___[4] Business, secretarial, clerical training
- ___[5] Nurse training or courses
- ___[6] Military service
- ___[7] Going to work (If work, what type? Be specific.) _____
- ___[8] Marriage and homemaking
- ___[9] Not much of anything; don't really know

20. Assume that you are lucky enough to get into the line of work most interesting to you. What two reasons of those below are of greatest importance to you? Be sure you mark only two.

- ☐ [0] The work has high beginning income.
- ☐ [1] The work allows self determination, own decisions.
- ☐ [2] The work has good opportunity for advancement (low starting pay).
- ☐ [3] The work has medium pay, but high job security and permanence.
- ☐ [4] The work is pleasant, has friendly and nice people.
- ☐ [5] The work promises great community prestige and status.
- ☐ [6] The work involves great competition and sacrifice but has great rewards for winners (60-70 hour weeks).
- ☐ [7] The work involves helping other people.

21. Some schools aim primarily at preparing students for the university. Others aim at the more general purpose of preparing students to become effective citizens, aware of things and persons in the world and ready to take on the responsibilities and concerns of the adult citizen. Others aim at the practical purpose of training students for specific kinds of work upon graduation. We recognize, as do you, that most schools have some sort of a mixture of these aims or programs. Please read each of the descriptions below and decide whether you would like to attend that school as it is described. Check either YES or NO. Consider each one separately.

YES NO

- ☐ [0] A school which is strong on university preparation, weak on actual job preparation, and does not stress preparation for effective citizenship.
- ☐ [1] A school which stresses university preparation, is also strong on preparation for citizenship, but does not stress job training.
- ☐ [2] A school which emphasizes preparing students for jobs. It does not stress university preparation but does stress preparation for effective citizenship.
- ☐ [3] A school which does not have a strong program in preparation for effective citizenship, but does emphasize preparation for university work as well as getting students trained for jobs after graduation.
- ☐ [4] A school which has a strong university preparation program as well as emphasis on training for jobs after graduation. It also stresses thorough preparation for effective citizenship.
- ☐ [5] A school which has a strong program for preparation for adult citizenship. It does not emphasize preparation for university work nor does it stress training for jobs after graduation.
- ☐ [6] A school which does not stress a program for effective adult citizenship. It does not emphasize either university preparation or training for job-holding after graduation.
- ☐ [7] A school which puts strong emphasis on training for jobs following graduation. It does not have strong programs in preparation for university or preparation for adult citizenship.

22. Now, look through the above descriptions and decide which one most nearly describes the school you now attend. Place its number here: # _____

23. Most schools develop a character and reputation among students, faculty, and community, depending on things that gain emphasis and that appeal to one group or another. Some schools favor athletics, turn out many college stars, and take pride in their good athletic programs. Others are known for their tough academic standards and their high proportion of scholarship-winning students and grow to take pride in this reputation. Some schools are big on social and extra-curricular group activities, with many active clubs, groups, functions, dances, etc., and grow to take pride in these activities. Obviously, it is possible to stress one or more of these things without causing other emphases to disappear. Usually, though, a school will not stress all three.
- Please read each of the descriptions below and decide whether you would like to attend that school as it is described. Check either YES or NO. Consider each one separately.

YES NO

- ___[0]___ A school which has had a strong athletic program and is a winner. Academically, it is average. Along with its strong athletic program goes strong emphasis on clubs, functions, activities of a social nature.
- ___[1]___ A school which is well known for its tough and productive academic program, but is equally famous for a tough and successful athletic schedule. There is little out of the ordinary in its schedule of social groups and functions.
- ___[2]___ A school which gains most of its fame from a tough academic program which has produced many scholarship winners. In athletics and in social activities, it has little to distinguish it from other average schools.
- ___[3]___ A school which has a rugged academic program and turns out many scholarship winners. It is equally known for the success of its athletic programs and the number of athletic scholarship winners. There has long been a very active stress on social clubs, functions, and activities.
- ___[4]___ A school which has become known for its very active social programs and clubs, functions and activities. Academically, it is about average. There is no great stress on athletics, although the school takes part in the usual conference.
- ___[5]___ A school which simply does not stress social groups, clubs, and functions. Academic activity is about average. It has become well known for its strong athletic programs and winning teams.
- ___[6]___ A school which has an adequate but not noted academic program; it does not stress athletic participation; there is no particular stress on social activities, groups, clubs, and functions.
- ___[7]___ A school which has a rugged and well-known academic program. Socially it places much stress on clubs and functions, social groups and activities. In athletics it is about average and not distinguished from other schools.

24. Now, look through the above descriptions and decide which one most nearly describes the school you now attend. Place its number here: _____

- 25 Give the best answers you can to the following questions. Even though YES or NO may not reflect your exact feeling, indicate the direction of your feeling by YES or NO. Do not be concerned that the feeling is weak or strong.

YES NO

- ___[0]___ When you know there are going to be one or two questions on an examination from outside reading assignments, do you usually read all the material?
- ___[1]___ Do you regard yourself as a harder worker in your classroom assignments than the typical high school student in your classes?
- ___[2]___ Do you think your fellow students in high school think of you as a hard worker?
- ___[3]___ Do you have a strong desire to excel academically?
- ___[4]___ Do you try to do most jobs a little better than what you think is expected?
- ___[5]___ Do you persist and continue even on dull and boring assignments?
- ___[6]___ Do you try harder to get on the honor roll than the average student in your class?
- ___[7]___ Have others (not your close friends) thought of you as one who "missed some of the fun" because of being so serious?

26. For these questions, indicate your answer by checking the column under A to the left or B to the right.

- | A | B |
|-----------|--|
| ___[0]___ | (A) Do you often take unpopular personal positions that may put you against the group, or
(B) do you tend to conform more closely to your group customs and thoughts? |
| ___[1]___ | (A) Do you take popularity much for granted, or
(B) are you frequently concerned about lack of popularity? |
| ___[2]___ | (A) Do you usually work out decisions for yourself, or
(B) do you often find yourself seeking guidance or advice from friends? |
| ___[3]___ | (A) Are you only mildly to moderately concerned about others, or
(B) greatly concerned (worried) about others. |
| ___[4]___ | (A) Do you think you tend to be amply proud of yourself, or
(B) perhaps not quite proud enough? |
| ___[5]___ | (A) Generally, do you find yourself feeling plenty confident, or
(B) very often not-so-confident? |
| ___[6]___ | (A) Are you more on the aggressive side, or
(B) more on the shy side in dealing with others in your group? |
| ___[7]___ | (A) Do you generally think of yourself as a pretty good student, or
(B) as one not-so-good? |

27. What kind of work does the chief wage-earner in your home do (father, mother, guardian)? Write in the type of work on the proper line. If both parents work, fill out both lines. Try to tell both the type of occupation and its general level. If a "supervisor," supervisor of what. If "manager," manager of large ranch or small shop; if "farmer," large or small farm.

Type of work: Father _____

Type of work: Mother _____

28. How much education did your father and mother (or main guardian) obtain? Be sure to check one for father and one for mother. Guess if you are not sure.

FATHER

- ___[0] 1 to 8 grades
___[1] 9 to 12 grades
___[2] Completed 12 grades (Diploma)
___[3] Some college (no degree received)
___[4] College graduate with degree
___[5] Advanced degree, MD, PhD, DDS, MA

MOTHER

- ___[0]
___[1]
___[2]
___[3]
___[4]
___[5]

Section 3. Teacher Questionnaire

TRI-COUNTY SURVEY

Your school has been selected as one of the sample of schools to be surveyed in this tri-county area by a research team from George Washington University. The objective of the survey is to estimate the educational needs in this area. This is being accomplished by soliciting views and information from the major groups making up the educational system--teachers, students, administrators. The survey report and analysis of needs will be submitted to the Project EDINN Board to assist them in planning for educational support and improvement in the three counties.

Your views are of critical importance to the validity and success of this survey. Your candor and directness are essential to the meaningfulness of any analysis and recommendation which will be made. Be assured that your responses will be held in strict confidence. Neither schools nor individuals will be identified by name in the report. The identifying information requested below will be used only for research purposes, not for final reporting.

It is requested that your views be determined individually and not in discussion or concert with others. On the basis of past experience, it is suggested that rather rapid answering will probably produce a more accurate reflection of your attitudes than will long pondering and reflection on the issues involved. When you have completed this questionnaire, please seal it and return it to your school office. We will be grateful for a prompt return of the questionnaire.

Please fill out all pertinent identifying information below and check the appropriate spaces.

Name of School _____ Sex: M F (Circle one)

Number of Years
Teaching Experience _____

Number of Years
at Present School _____

☐ Elementary ☐ Counselling-Guidance ☐ Administration ☐ Secondary

What subject area are you presently teaching? _____

Track (Please check appropriate space.):

☐ All ☐ Slow ☐ Average ☐ Accelerated

PART I

1. Considering only the senior class, how do you think they feel about going to school? Indicate the percent of seniors you believe fall in each of the following categories. (Total for all five choices should equal 100%.) (To be answered by high school teachers only.)

☐ [0] Like it very much
☐ [1] Like it
☐ [2] So-so
☐ [3] Don't like it too much
☐ [4] Hate it

2. What is your favorite teaching situation?

☐ [0] Working in a small group (5-10 students at a time)
☐ [1] Working with a whole class at one time
☐ [2] Allowing students to work independently
☐ [3] A group of us working together in teaching one subject

3. The most important thing a student can obtain by going to school is

☐ [0] how to get along with other people.
☐ [1] facts.
☐ [2] how to think.
☐ [3] training for a job or career.
☐ [4] an appreciation of things and ideas.

4. In all schools there are superior students, average students, and students with difficulties or low academic ability. We want to know how you feel your school is meeting the needs of these groups. Check one for each group.

Group	Great effort made [0]	Moderate effort made [1]	Average effort made [2]	Little effort made [3]	No effort made [4]
(a) High ability					
(b) Average ability					
(c) Low ability					

5. What do you think is the main purpose of tests and grades?

☐ [0] Measure student learning
☐ [1] Measure student ability
☐ [2] Sort students for school purposes
☐ [3] Motivation (reward and punishment)
☐ [4] Measure teacher effectiveness

6. Of the various factors that keep students from doing their best work in school, the two most important are (rank in order of importance by placing a 1 and 2 in the blank space.

____ [0] Lack of interest
____ [1] Poor study habits
____ [2] Poor reading ability
____ [3] Personal worries and anxieties
____ [4] Student-teacher personality conflict
____ [5] Excessive extra-curricular activity
____ [6] Poor composition (writes poorly)

7. All in all, how would you rate your school system?

____ [0] Outstanding
____ [1] Very good
____ [2] Adequate
____ [3] Not very good

8. Generally, how would you describe the majority of the teaching staff in your school?

____ [0] Highly enthusiastic, active, highly motivated
____ [1] Somewhat motivated; fairly active
____ [2] Perform their required duties as expected
____ [3] Unenthusiastic, resentful

9. How do you feel about teaching?

____ [0] Wouldn't trade it for anything; best choice I could have made.
____ [1] Its been rewarding; generally I've been satisfied.
____ [2] Its okay but if I had it to do over again I'd probably do something else.
____ [3] Would like to or plan to get out of it; it was a mistake.

PART II

This section deals with the question of the objectives of education. We recognize the problem inherent in trying to specify objectives in terms that are clear and measurable. We have put together a list of objectives deemed important by many educators in order to get your estimate of their relative importance to you and your school system. The task is difficult, but we ask you to put aside for the time being your reservations about the feasibility of evaluating objectives and make your best judgments.

In your evaluation, consider two things: (a) the relative desirability of the objective, and (b) the present success in attaining the objective. We ask you to consider these factors relative to three distinct categories of students described below.

"Slow Learners"

This group of students may be judged so as a function of limited mental ability, restricted environmental opportunities, or psychological factors such as weak motivation, non-commitment, personal or emotional conflicts. We are not concerned at this time with the reasons why a group of children in a school may not be able to learn as well as the others but simply with the fact that they do not.

"Average Learners"

These are the children who do not stand out as being either accelerated or slow; they may, indeed, be under or over achievers, but generally are perceived as that middle group which neither encounters unusual difficulty or boredom, nor creates concern among faculty.

"Accelerated Learners"

These are the children who, for whatever reasons, (exceptional mental ability, intense outside pressure to achieve, etc.) are noticed by the faculty because of the ease with which they learn and progress through the curriculum. They are, in most cases, clearly identified by the staff and may create "problems" in that the normal curriculum is paced too slow or low for them.

*Part II of the Teacher Questionnaire is in three different Forms (A,B,C), each Form listing 11 objectives. Some of the objectives are in more than one Form. Rather than including the three Forms here, thereby repeating some objectives, we have listed all objectives used in Part II and indicated on which Form(s) it belongs.

Statement of Objectives*

First we would like you to read over the eleven objectives described on pages 4 and 5. In deciding on the desirability of each of these objectives, please consider them on the basis of their relative importance for each of the three groups. We do not expect that many educators would object to any or many of these objectives. Thus, it is not a question of agreeing or disagreeing with the desirability of any particular objective as much as it is a matter of estimating their relative imperative ness or essentiality. Accordingly, we would like you to read carefully the scale descriptions listed below and use them in answering the questions posed on the answer sheet on page 6.

- 3 Imperative or essential that your school try to attain this objective. This should be reserved for those objectives the absence of which would negate the very notion or idea of a system purporting to "educate" youth.
- 2 Objective is highly desirable and would satisfy your criterion of what a school should minimally do.
- 1 Objective quite desirable or "nice to have" but not really essential or required.
- 0 Objective not necessary, even though you may have no particular objections to it.

1. Knowledge of Specifics

To what extent is it the school's responsibility that a student learn a sizable body of specific terms and facts? By term is meant a specific word or name with an accepted meaning. By fact is meant a statement of a thing or relationship which does not change much in the process of time.

Examples* of terms are: horse, noun, double entry bookkeeping, federalism.

Examples of facts are: The multiplicative relationship of numbers below 10; properties or characteristics of families of plants; Boyle's law in physics.

*All of the examples of objectives given in this questionnaire are merely intended as illustrations. They should not be considered exhaustive or definitive for any particular objective.

1. Knowledge of Ways of Dealing with Specifics

FORM

To what extent is it the school's responsibility that a student learn the accepted customs, standards, and methods that make it simpler to organize and use specific information? These frameworks provide ways of dealing with terms and facts.

B

Examples* are:

- (1) Customary usage: classroom or business etiquette; library procedures grammatical and spelling rules.
- (2) Standards: safety precautions in shop; newspaper editorial ethics; proper diet; medical ethics.
- (3) Methods: statistical procedures, scientific method; specific technical procedures (surgery, metalwork, gardening)

1. Knowledge of Theories and Ideas

FORM

To what extent is it the school's responsibility that a student learn a body of more abstract principles and theories which help summarize or explain phenomena?

C

Examples* at a lower level are such generalizations as: An adjective modifies a noun; an increase in engine size usually increases power.

Examples at a higher level are such concepts and theories as: The notion of checks and balances in government; the Mendelian laws on heredity; a theory of solar system origin.

2. Comprehension (Restatement)

FORM

To what extent is it the school's responsibility that a student learn to translate or restate verbal or symbolic information into another understandable verbal or symbolic form? This implies comprehension of the central ideas.

A

Examples are: Reporting the content of a political oration; reading graphs or blueprints; playing a musical instrument; translating irony, satire, poetic imagery into ordinary prose.

2. Comprehension (Interpretation)

FORM

To what extent is it the school's responsibility that a student learn to go beyond translation to the actual manipulation, reorganization, and extension of ideas?

B,C

Examples are: Interpretation of Hamlet's conflict in terms of one's own experience; relating the feeling of a lullaby to a piece of graphic art; from study of past behavior, predicting future voting behavior of an individual.

3. Application

FORM

To what extent is it the school's responsibility that a student learn to apply or use knowledge, information, and principles in new situations?

A,B,C

Examples are: The ability of a child to transfer rules of social behavior from one setting (home) to another (school); the application of simple mechanical principles in making home repairs; applying information on how the circulatory system operates to decide where a tourniquet should be positioned.

4. Analysis of Objectives and Principles and Causes

FORM To what extent is it the school's responsibility that a student learn to identify the main objectives and goals underlying a given pattern or organization of work or information; i.e., seeing beyond the content to the overall purpose.

A

Examples are: Analyzing a politician's purpose in proposing a major social reorganization; analyzing the major theme of an artist in a large production; analyzing the fundamental causes of poor school achievement among deprived children.

4. Analysis of Elements of Information

FORM To what extent is it the school's responsibility that a student learn to identify clearly the meanings, biases, unstated assumptions that are usually buried in most communications and to recognize them as wishes, guesses, or facts?

B

Examples are: Distinguishing the notion that "man is an animal" from the misleading notion that "man is nothing but an animal;" being able to recognize and discount known editorial political biases in news media.

4. Analysis of Relationships of Information

FORM To what extent is it the school's responsibility that a student learn the ability to analyze relationships between pieces of information? This implies looking at various bodies of information, selecting relevant aspects and connecting them meaningfully. It includes discarding irrelevant as well as retaining relevant information.

C

Examples are: Relating common themes as expressed in various art forms; distinguishing relationships of evidence or circumstance from cause-effect relationships in a debate to distinguish relevant from irrelevant statements.

5. Production of a Plan or Set of Operations

FORM To what extent is it the school's responsibility that a student learn the ability to produce operational plans? By this is meant the ability to coordinate abstract ideas, processes, and concrete facts in such a way as to weld a workable operation at some level, either simple or complex.

A

Examples are: A student producing a scheme for measuring the area of an irregular plot of land on the basis of learned facts and skills; designing a building for residential use; mapping a reasonable college year plan to include studies, work, recreation, finance.

5. Derivation of a Set of Abstract Relations

FORM To what extent is it the school's responsibility that a student learn to produce an abstract or symbolic framework for facts or for other abstractions, as in the development of a scientific theory or a classification scheme?

B

Examples are: Designing an outline-plan for conducting counselor-pupil exchange; writing music consisting of several parts; constructing a theory to explain or describe the relationship between fatigue and loss of memory; producing a classification system such as the periodic table in chemistry.

5. Production of a Unique Communication

FORM To what extent is it the school's responsibility that a student learn the skill of synthesizing ideas into persuasive and effective communication in several media?

C Examples are: Making a well-organized extemporaneous speech; performing an interpretive dance; or writing a logical, well-organized report or paper.

6. Judgment of Internal Evidence

FORM To what extent is it the school's responsibility that a student learn to evaluate information on an overall basis in terms of internal consistency, logical conclusions, adequacy of evidence, using previously learned skills of analysis and comprehension and using internalized standards of logic, induction, consistency, and truth?

A,B

6. Judgments in Terms of External Criteria

FORM To what extent is it the school's responsibility that a student learn the making of judgments in terms of good external criteria? By this is meant learning to make critical judgments of comparison, of contrast, of appraisal, of identifying, of weighing values at a fairly advanced level. This implies the past learning of considerable information, the development of standards, and the adoption of values.

C

Examples are: Being able to distinguish between terminology which actually clarifies or defines, and terminology which merely substitutes technical terms for equally valid common terms; being able to distinguish between rational health practices based on sound information, and health fads based on semi-rational, semi-superstitious grounds; being able to evaluate critically the claims of competing politicians, car salesmen, or real estate salesmen, separating factual information from emotional appeal and weighing probabilities in less factual areas, in all cases using learned external criteria rather than "feeling."

7. Willingness to Receive

FORM To what extent is it the school's responsibility that students develop a willingness to receive or inclination to consider, tolerate, notice, or attend to persons, knowledge, information, events, happenings, activities?

A

Examples are: Developing a tolerance for different types of music; developing a general acceptance of behavior of persons in other religious, social, political, cultural, national, economic groups; attending when others speak and listening to other points of view with some respect and attempts to understand them.

7. Awareness

FORM To what extent is it the school's responsibility that students learn "awareness" of the surrounding world as an educational goal? By this term is meant being conscious of or taking into general account a situation, object, or state of affairs. It does not imply high attention, action, or perhaps even full recognition of all factors in a situation. It does mean more than a "vague awareness" which cannot be verbalized or responded to if desired.

B

Examples are: Recognition of pleasing aesthetic factors, sounds, colors, odors, art forms, designs, patterns, clothing, architecture, etc., partly on the basis of learned feelings; recognition of possibility of other points of view than one's own; awareness of a need for self-fulfillment, work, play, or recreation in adult life.

7. Controlled or Selected Attention

FORM

C

To what extent is it the school's responsibility that a student learn to attend and maintain attention to specific characteristics of a situation? This implies more than simple awareness or general attention to happenings; it implies selective and controlled attention to specifics, sometimes even during changing conditions.

Examples are: Awareness of reappearing themes in a symphony despite changes in musical form; continued awareness of the sometimes disguised economic and political aspects of social problems; awareness of changing effects of background music on a film.

8. Willingness to Respond

FORM

A,C

To what extent is it the school's responsibility to teach students to show willing, voluntary, or cooperative behavior of their own volition?

Examples are: A person engaging on his own in a variety of constructive hobbies, recreational activities, or research projects; a person practicing rules of safety in school, in the home, in the street, driving a car; a person acquainting himself with current issues in international, political, social, and economic affairs through reading books, newspapers, magazines, and discussions.

8. Satisfaction in Response

FORM

B

To what extent is it the school's responsibility that students learn to acquire feelings of satisfaction from the activities they engage in? That is, how desirable is it that the school try to develop in students a sense of pleasure or enjoyment from engaging in intellectual, recreational, and social activities beyond the functional purpose such activities may have?

Examples are: Finds pleasure in reading for recreation or pleasure in learning; finds emotional enjoyment in a work of art or music; develops a keen interest, for its own sake, in his physical surroundings--trees, flowers, stars, rocks, birds, etc.

9. Acceptance of a Value

FORM

A

To what extent is it the school's responsibility to teach students the ability to accept new values? This is the first step in taking on a new belief or learning a new worth. It implies tentative acceptance, internalized only enough so that one is identified as holding the value. The stage of evaluation and re-evaluation of one's own belief is also implied more than is active defense of a belief.

Examples are: Beginning to read Shakespeare beyond that which is assigned; desiring acceptance into a semi-closed political, religious, or social group; participation in the activity of philanthropic or benevolent organizations.

9. Preference and Commitment to a Value

FORM

B,C

To what extent is it the school's responsibility that students learn not merely the acceptance of a value or values, but become involved or committed to an ideal, belief, or goal to the extent that they actively seek to promote or persuade others regarding the object of value on a more than temporary basis. In other words, how desirable is it that persons become deeply concerned about values and act with respect to them?

Examples are: A person initiates group or civic action for the improvement of school, welfare, and health conditions; a person assumes an active role in organizing a social group, athletic organization, or local play production group; a person writes letters to the press on issues he feels strongly about.

10. Organization of a Value System

FORM A To what extent is it the school's responsibility that students learn to integrate and accommodate different values, some disparate and opposed, into consistent and balanced a schema as possible? The shifting values in this continual process (the development of an integrated philosophy of values) will sometimes lead to the synthesis or development of a new set of values.

Examples are: Weighing social and group values against individual rights and interests; attempting to relate the notion of a democratic society with the conservation and limited development and utilization of natural resources; accepting and adjusting one's own intellectual, physical, and emotional capacities.

10. Conceptualization of Values

FORM B,C Clearly acknowledging that many values or attitudes are not clearly or consciously recognized by persons possessing them, the question remains--To what extent is it the school's responsibility that students learn to identify these things that make up a belief or value? How important is it that a student attempt to pinpoint, identify, crystallize, and analyze the basic assumptions that have been taken for granted in the development of a value system?

Examples are: Attempts to analyze characteristics of art other than simple "liking;" the critical identification of underlying beliefs and assumptions in religious or ethical systems; the critical identification of social and political assumptions and critical analysis of them.

11. Personal Characteristics

FORM A,C To what extent is it the school's responsibility that students develop those consistencies in attitudes and values that characterize the mature individual? Consistencies in personal characteristics or manner should not be equated with behaving narrowly or blindly but rather should be thought of in terms of a basic orientation which enables an individual to respond in a more or less orderly and predictable way to the world about him and to act effectively in it. These consistencies are not so much "values" as approaches.

For example: Attitude toward a specific issue is not the question but rather what sorts of evidence are habitually accepted by this person in issues of this sort; or what degree of objectivity or flexibility is usually displayed by this person. Probably this sort of personal characteristic is an interacting intellectual-emotional complex.

11. Philosophy of Life

FORM B How important is it for the student to learn a philosophy of life, a view of oneself and one's world strong enough to guide behavior? By this we mean acquisition of sufficient knowledge and wisdom and moral strength so that the individual is well integrated and purposeful, good in the larger sense of being aware of and acting on the better welfare of others and oneself. This does imply strength and recognition of the social order, but does not imply the extremes of blind conformity or blind rebellion. There are no narrow examples other than success in developing a code of behavior based on ethical principles consistent with democratic ideals, based in conscience and marked by stability and consistency.

DESIRABILITY SCALE

3. Imperative or essential
2. Highly desirable
1. Nice to have
0. Not necessary

DEGREE OF SUCCESS SCALE

3. Highly successful
2. Fairly successful
1. Some success
0. Unsuccessful

ANSWER SHEET

DIRECTIONS: For each group - "slow learners," "average learners," and "accelerated learners," please check the column which you feel best describes the desirability of attaining and their success in attaining each objective.

How desirable is it for each group to attain each objective?												OBJECTIVES												How successful is each group in attaining each objective?																															
Slow Learner				Average Learner				Accelerated Learner																Slow Learner				Average Learner				Accelerated Learner																							
3	2	1	0	3	2	1	0	3	2	1	0													3	2	1	0	3	2	1	0	3	2	1	0																				
																													1. Knowledge of Theories and Ideas																										
																													2. Comprehension (Interpretation)																										
																													3. Application																										
																													4. Analysis of Relationships of Information																										
																													5. Production of a Unique Communication																										
																													6. Judgments in Terms of External Criteria																										
																													7. Controlled or Selected Attention																										
																													8. Willingness to Respond																										
																													9. Preference and Commitment to a Value																										
																													10. Conceptualization of Values																										
																													11. Personal Characteristics																										

PART III

Below are a number of "problem areas" that currently beset many schools. We would like you to read each area and indicate whether you feel it IS or IS NOT a problem in your school system. If this area IS NOT a problem in your school system, please put an X in the last box, 0, indicating NO PROBLEM and go on to the next area.

If, however, you feel this area IS a problem in your school system, please indicate what you feel is the DEGREE OF THE PROBLEM. Put an X in the first box, 3, if you feel this is a CRITICAL "problem area"; mark box 2 if you feel it is IMPORTANT; and mark box 1 if you feel it is a MINOR "problem area." Then read the POSSIBLE SOLUTIONS we have listed and check, at most, the two solutions you feel schools might try which would be most appropriate or effective. If you know of one or more solutions that you consider more appropriate than those given here, please list them in the space provided.

KEY

3 CRITICAL PROBLEM 2 IMPORTANT PROBLEM 1 MINOR PROBLEM 0 NO PROBLEM

Degree of Problem In Your School

Problem Area #1:

Significant numbers of non-college-bound youngsters not prepared for jobs?

3 2 1 0

POSSIBLE SOLUTIONS

- [0] Much more emphasis on vocational training courses.
- [1] Much more emphasis on secondary school counseling.
- [2] Much more emphasis on elementary school counseling.
- [3] Much more emphasis on orienting these students to academic preparation.
- [4] Much more use of local craftsmen and industry and business in job training these youngsters.
- [5] Other _____

 [6] Don't know of any solution.

Problem Area #2:

Significant numbers of non-English speaking students in early grades?

3 2 1 0

POSSIBLE SOLUTIONS

- [0] Much work in getting these children to stores, museums, playgrounds, and community things on continuing basis.
- [1] Partial use of child's native language during first years by teacher.
- [2] Grouping these children separately during first years.
- [3] Using students from higher grades to help tutor.
- [4] Using longer, more self-contained school day, with play and study time included.
- [5] Development of automated, programed language instruction.
- [6] More effective family counseling.
- [7] Community schools concept involving entire families in language instruction.
- [8] Other _____

 [9] Don't know of any solution.

KEY

☐ 3 CRITICAL PROBLEM ☐ 2 IMPORTANT PROBLEM ☐ 1 MINOR PROBLEM ☐ 0 NO PROBLEM

Degree of Problem
In Your School

Problem Area #3:

Important for a sizable number of students to progress at their own rate (either more rapidly or more slowly)?

☐ 3 ☐ 2 ☐ 1 ☐ 0

POSSIBLE SOLUTIONS

- ☐ [0] Non-graded school.
- ☐ [1] Flexible scheduling.
- ☐ [2] More effective grouping (ability, achievement, etc.).
- ☐ [3] Self-paced programed (text and/or machine) instruction.
- ☐ [4] Team teaching.
- ☐ [5] Other _____

☐ [6] Don't know of any solution.

Problem Area #4:

Inability to know individual student well enough to tailor program for him?

☐ 3 ☐ 2 ☐ 1 ☐ 0

POSSIBLE SOLUTIONS

- ☐ [0] Team teaching.
- ☐ [1] More effective diagnostic aids and instruments.
- ☐ [2] More intensive counseling and consultation.
- ☐ [3] Teacher aids (clerical, readers, etc.).
- ☐ [4] Non-graded school.
- ☐ [5] Other _____

☐ [6] Don't know of any solution.

Problem Area #5:

Inability to arouse and maintain interest of a sizable number of students (manifested in dropouts, truancy, etc.)?

☐ 3 ☐ 2 ☐ 1 ☐ 0

POSSIBLE SOLUTIONS

- ☐ [0] Greater use of audio-visual devices.
- ☐ [1] Greater variety and better quality of texts.
- ☐ [2] Use of new methods of teaching (inquiry, discovery, etc.).
- ☐ [3] Greater emphasis on participatory courses (athletics, shops, homemaking, etc.).
- ☐ [4] Programs designed to make the community more education conscious.
- ☐ [5] Team teaching.
- ☐ [6] Non-graded school.
- ☐ [7] Other _____

☐ [8] Don't know of any solution.

KEY

☒ 3 CRITICAL PROBLEM ☒ 2 IMPORTANT PROBLEM ☒ 1 MINOR PROBLEM ☐ 0 NO PROBLEM

Degree of Problem
In Your School

Problem Area #6:

The traditional or existing role and function of the classroom teacher?

☒ 3 ☒ 2 ☒ 1 ☐ 0

PROBLEM SOLUTIONS

- ___ [0] Different skill levels for teachers; use of well paid "master" teachers as guides in teaching.
- ___ [1] Greater use of much clerical and reader help to relieve teacher of non-instructional duties.
- ___ [2] Increased formal in-service training in new methods and techniques of instruction.
- ___ [3] Greater use of automated (computerized) instruction to relieve teacher of much rote teaching.
- ___ [4] More effective training for teachers to diagnose individual student needs.
- ___ [5] Other _____

___ [6] Don't know of any solution.

Problem Area #7:

Inability to effectively instruct the accelerated group of students?

☒ 3 ☒ 2 ☒ 1 ☐ 0

POSSIBLE SOLUTIONS

- ___ [0] Greater reliance on independent self study.
- ___ [1] More materials specifically designed for the group.
- ___ [2] Special advanced courses.
- ___ [3] Extra academic experience (week-end labs, art institutes, summer programs, seminars, etc.).
- ___ [4] Team teaching.
- ___ [5] Non-graded school.
- ___ [6] Other _____

___ [7] Don't know of any solution.

Problem Area #8:

Inability to effectively instruct the low-ability group of students?

☒ 3 ☒ 2 ☒ 1 ☐ 0

POSSIBLE SOLUTIONS

- ___ [0] Individual remedial services.
- ___ [1] More materials specifically designed for this group.
- ___ [2] Team teaching.
- ___ [3] More special courses exclusively for this group.
- ___ [4] Programed and/or automated techniques of instruction.
- ___ [5] Non-graded school.
- ___ [6] More specially developed audio-visual aids.
- ___ [7] Other _____

___ [8] Don't know of any solution.

KEY

☐ 3 CRITICAL PROBLEM ☐ 2 IMPORTANT PROBLEM ☐ 1 MINOR PROBLEM ☐ 0 NO PROBLEM

Degree of Problem
In Your School

Problem Area #9:

A sizable number of "culturally deprived" students?

☐ 3 ☐ 2 ☐ 1 ☐ 0

POSSIBLE SOLUTIONS

- ☐ [0] Greater community involvement; field trips, volunteer workers, programs for parents, etc.
- ☐ [1] More effective and extensive pre-school programs under school auspices.
- ☐ [2] Special "enrichment" classes.
- ☐ [3] Specific job training (for secondary schools only).
- ☐ [4] Individual remedial work.
- ☐ [5] Other _____

☐ [6] Don't know of any solution.

Problem Area #10:

Too much emphasis on teaching facts vs. teaching skill processes?

☐ 3 ☐ 2 ☐ 1 ☐ 0

POSSIBLE SOLUTIONS

- ☐ [0] Introduction of new curriculum materials based on inquiry or discovery methods.
- ☐ [1] Non-graded school.
- ☐ [2] More intensive teacher training in utilization of inquiry and discovery methods of instruction.
- ☐ [3] Team teaching.
- ☐ [4] Fewer tests and more essays or papers.
- ☐ [5] Other _____

☐ [6] Don't know of any solution.

Problem Area #11:

Inbalance in the existing curriculum?

☐ 3 ☐ 2 ☐ 1 ☐ 0

POSSIBLE SOLUTIONS

- ☐ [0] More emphasis on vocational-industrial training.
- ☐ [1] More emphasis in humanities and arts.
- ☐ [2] More emphasis in athletics and physical education.
- ☐ [3] Greater overall academic emphasis.
- ☐ [4] Greater emphasis in business education.
- ☐ [5] Other _____

☐ [6] Don't know of any solution.

KEY

☐ 3 CRITICAL PROBLEM ☐ 2 IMPORTANT PROBLEM ☐ 1 MINOR PROBLEM ☐ 0 NO PROBLEM

Degree of Problem
In Your School

Problem Area #12:

High delinquency rates, high dropout rate, absenteeism,
lack of identification with school and community values?

☐ 3 ☐ 2 ☐ 1 ☐ 0

POSSIBLE SOLUTIONS

- ___[0] Great increase in language and communication training in early years.
- ___[1] Great effort in pre-school and elementary years in familiarizing children with desired values on a continuing basis.
- ___[2] Training teachers in culture of the children involved in order to expedite understanding of motivation.
- ___[3] More realistic community job training.
- ___[4] Other _____

- ___[5] Don't know of any solution.

Problem Area #13:

Lack of community and school integration? Lack of use of school facilities as a community resource?

☐ 3 ☐ 2 ☐ 1 ☐ 0

POSSIBLE SOLUTIONS

- ___[0] Development of adult education efforts along cultural lines.
- ___[1] Development of adult education efforts along vocational training lines.
- ___[2] Development of integrated community center school concept; use of the school as a family educational-recreational-cultural center on a year-round basis.
- ___[3] Greater use of individual talent in the community in the school.
- ___[4] Other _____

- ___[5] Don't know of any solution.

A P P E N D I X B

PART I: TEACHER QUESTIONNAIRE

Percent and Number of Staff Members, by School
Group, Responding to Items 2-9*

*Item #1 proved to be ambiguous, was poorly responded to, and was not used.

B.1

Item 2

What is your favorite teaching situation?

- (0) Working in a small group (5-10 students at a time)
 (1) Working with a whole class at one time
 (2) Allowing students to work independently
 (3) A group of us working together in teaching one subject

School Group	RESPONSES						Total N		
	(0)		(1)		(2)			(3)	
	N	%	N	%	N	%			
1	31	50	17	27	11	18	3	05	62
2	42	42	36	36	19	19	4	04	101
3	14	37	18	47	5	13	1	03	38
4	38	49	14	18	19	24	7	09	78
5	67	47	40	28	28	20	8	06	143
6	14	40	14	40	7	20	0	00	35
7	16	52	12	39	2	06	1	03	31
TOTAL	222	45	151	31	91	19	24	05	488

Item 3

The most important thing a student can obtain by going to school is

- (0) how to get along with other people.
 (1) facts.
 (2) how to think.
 (3) training for a job or career.
 (4) an appreciation of things and ideas.

School Group	RESPONSES								Total N		
	(0)		(1)		(2)		(3)			(4)	
	N	%	N	%	N	%	N	%		N	%
1	5	08	0	00	34	54	4	06	20	32	63
2	11	11	0	00	45	46	11	11	30	31	97
3	6	16	0	00	16	42	4	11	12	32	38
4	9	11	1	01	39	49	1	01	30	48	80
5	14	10	1	01	74	54	7	05	40	29	136
6	4	12	0	00	18	53	3	09	9	26	34
7	3	11	0	00	11	39	2	07	12	43	28
TOTAL	52	11	2	00	237	50	32	07	153	32	476

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Item 4

In all schools there are superior students, average students, and students with difficulties or low academic ability. We want to know how you feel your school is meeting the needs of these groups. Check one for each group.

School Group	Ability Group	RESPONSES						Total N
		Great effort made	Moderate effort made	Average effort made	Little effort made	No effort made		
		(0) N %	(1) N %	(2) N %	(3) N %	(4) N %		
1	High	7 10	31 44	24 34	8 11	0 00	70	
	Average	6 09	23 33	34 49	6 09	1 01	70	
	Low	24 34	20 29	14 20	11 16	1 01	70	
2	High	42 38	39 35	21 19	9 08	1 01	112	
	Average	29 25	35 30	42 36	9 08	0 00	115	
	Low	29 25	35 31	32 28	16 14	2 02	114	
3	High	10 21	19 40	11 35	5 11	2 04	47	
	Average	6 13	22 47	14 30	4 09	1 02	47	
	Low	4 09	9 19	13 28	19 40	2 04	47	
4	High	21 24	48 55	15 17	3 03	0 00	87	
	Average	16 18	32 37	37 43	2 02	0 00	87	
	Low	19 22	27 31	23 26	18 21	0 00	87	
5	High	31 20	77 51	33 22	9 06	2 01	152	
	Average	24 16	65 43	60 39	3 02	0 00	152	
	Low	37 25	59 39	37 24	16 11	2 01	151	
6	High	4 10	18 46	9 23	7 18	1 02	39	
	Average	10 25	14 35	14 35	2 05	0 00	40	
	Low	13 32	11 28	9 22	6 15	1 02	40	
7	High	8 24	14 42	4 12	5 15	2 06	33	
	Average	12 38	8 25	12 38	0 00	0 00	32	
	Low	3 09	8 25	14 44	7 22	0 00	32	
Combined School Groups:								
	High	123 23	246 46	117 22	46 09	8 01	540	
	Average	103 19	199 37	213 39	26 05	2 00	543	
	Low	129 24	169 31	142 26	93 17	8 01	541	

Item 5

What do you think is the main purpose of tests and grades?

- (0) Measure student learning
- (1) Measure student ability
- (2) Sort students for school purposes
- (3) Motivation (reward and punishment)
- (4) Measure teacher effectiveness

School Group	RESPONSES								Total N		
	(0)		(1)		(2)		(3)			(4)	
	N	%	N	%	N	%	N	%		N	%
1	47	66	3	04	3	04	11	15	7	10	71
2	56	52	11	10	14	13	11	10	16	15	108
3	23	53	4	09	11	26	4	09	1	02	43
4	36	47	11	14	9	12	12	16	8	11	76
5	91	63	13	09	9	06	16	11	15	10	144
6	20	61	8	24	2	06	2	06	1	03	33
7	23	74	4	13	0	00	2	06	2	06	31
TOTAL	296	58	54	11	48	09	58	11	50	10	506

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Item 6

Of the various factors that keep students from doing their best work in school, the two most important are (rank in order of importance by placing a 1 and 2 in the blank space).

- | | |
|------------------------------------|--|
| (0) Lack of interest | (4) Student-teacher personality conflict |
| (1) Poor study habits | (5) Excessive extra-curricular activity |
| (2) Poor reading ability | (6) Poor composition (writes poorly) |
| (3) Personal worries and anxieties | |

	RESPONSES							Total N
	(0) N %	(1) N %	(2) N %	(3) N %	(4) N %	(5) N %	(6) N %	
<u>School</u> <u>Group 1</u>								
Rank 1	29 42	13 19	24 35	0 00	0 00	3 04	0 00	69
Rank 2	17 25	22 32	18 26	5 07	0 00	4 06	3 04	69
Comb.	46 33	35 25	42 30	5 04	0 00	7 05	3 02	138
<u>School</u> <u>Group 2</u>								
Rank 1	31 27	34 30	35 30	15 13	0 00	0 00	0 00	115
Rank 2	16 14	36 31	38 33	17 15	3 03	3 03	2 02	115
Comb.	47 20	70 30	73 32	32 14	3 01	3 01	2 01	230
<u>School</u> <u>Group 3</u>								
Rank 1	18 42	6 14	10 23	7 16	1 02	1 02	0 00	43
Rank 2	9 21	17 40	5 12	6 14	2 05	3 07	1 02	43
Comb.	27 31	23 27	15 17	13 15	3 03	4 05	1 01	86
<u>School</u> <u>Group 4</u>								
Rank 1	28 36	10 13	17 22	22 28	0 00	0 00	1 01	78
Rank 2	17 22	30 38	19 24	9 12	0 00	1 01	2 03	78
Comb.	45 29	40 26	36 23	31 20	0 00	1 01	3 02	156
<u>School</u> <u>Group 5</u>								
Rank 1	41 29	30 21	48 34	21 15	1 01	2 01	0 00	143
Rank 2	34 24	46 32	41 29	18 13	1 01	0 00	3 02	143
Comb.	75 26	76 27	89 31	39 14	2 01	2 01	3 01	286
<u>School</u> <u>Group 6</u>								
Rank 1	10 26	4 11	21 55	2 05	0 00	0 00	1 03	38
Rank 2	16 42	9 24	10 26	1 03	0 00	0 00	2 05	38
Comb.	26 34	13 17	31 41	3 04	0 00	0 00	3 04	76

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Item 6 continued

	RESPONSES							Total N
	(0) N %	(1) N %	(2) N %	(3) N %	(4) N %	(5) N %	(6) N %	
<u>School</u>								
<u>Group 7</u>								
Rank 1	9 29	8 26	8 26	4 13	1 03	0 00	1 03	31
Rank 2	6 19	12 38	9 28	1 03	0 00	2 06	2 06	32
Comb.	15 24	20 32	17 27	5 08	1 02	2 03	3 05	63
<u>All School</u>								
<u>Groups</u>								
Rank 1	166 32	105 20	163 32	71 14	3 01	6 01	3 01	517
Rank 2	115 22	172 33	140 27	57 11	6 01	13 03	15 03	518
Comb.	281 27	277 27	303 29	128 12	9 01	19 02	18 02	1035

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B.6

Item 7

All in all, how would you rate your school system?

- (0) Outstanding
- (1) Very good
- (2) Adequate
- (3) Not very good

School Group	RESPONSES								Total N
	(0)		(1)		(2)		(3)		
	N	%	N	%	N	%	N	%	
1	0	00	21	30	42	59	8	11	71
2	10	08	76	64	27	23	5	04	118
3	3	07	21	46	18	39	4	09	46
4	9	10	53	60	25	28	1	01	88
5	15	10	99	64	37	24	4	03	155
6	2	05	20	51	14	36	3	08	39
7	0	00	16	46	17	49	2	06	35
TOTAL	39	07	306	55	180	33	27	05	552

Item 8

Generally, how would you describe the majority of the teaching staff in your school?

- (0) Highly enthusiastic, active, highly motivated
- (1) Somewhat motivated; fairly active
- (2) Perform their required duties as expected
- (3) Unenthusiastic, resentful

School Group	RESPONSES								Total N
	(0)		(1)		(2)		(3)		
	N	%	N	%	N	%	N	%	
1	3	05	42	65	18	28	2	03	65
2	45	38	61	52	12	10	0	00	118
3	9	21	22	53	9	21	2	05	42
4	27	31	51	59	7	08	1	01	86
5	51	34	80	53	20	13	1	01	152
6	12	33	19	53	5	14	0	00	36
7	21	60	12	34	2	06	0	00	35
TOTAL	168	31	287	54	73	14	6	01	534

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Item 9

How do you feel about teaching?

- (0) Wouldn't trade it for anything; best choice I could have made.
 (1) It has been rewarding; generally I've been satisfied.
 (2) It's okay but if I had it to do over again, I'd probably do something else.
 (3) Would like to or plan to get out of it; it was a mistake.

School Group	RESPONSES								Total N
	(0)		(1)		(2)		(3)		
	N	%	N	%	N	%	N	%	
1	23	35	40	61	3	05	0	00	66
2	54	45	63	53	2	02	0	00	119
3	18	42	22	51	1	02	2	05	43
4	31	36	48	56	3	04	3	04	85
5	64	42	81	54	6	04	0	00	151
6	13	35	23	62	0	00	1	03	37
7	14	44	17	53	1	03	0	00	32
TOTAL	217	41	294	55	16	03	6	01	533

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A P P E N D I X C

PART II: TEACHER QUESTIONNAIRE

Data on Educational Objectives

Table 1A

Total $\bar{x}$ Scores and Percent of Responses Marked "Imperative" for Each Educational Objective
and for Each Major Division of the Taxonomy: All School Groups Combined

Description of Objective	Objective $\bar{x}$ Score	% Imperative	Major Division Description	Division $\bar{x}$ Score	% Imperative
COGNITIVE DOMAIN:					
1. Knowledge of specifics	1.970	31	Knowledge	2.027	36
2. Knowledge of ways and means of dealing with specifics	2.261	45			
3. Knowledge of the universal and abstraction in a field	1.984	35			
4. Translation	2.291	39	Comprehension	2.108	38
5. Interpretation	2.088	38			
6. Application	2.410	52	Application	2.410	52
7. Analysis of elements	1.933	31	Analysis	1.934	32
8. Analysis of relationships	1.975	34			
9. Analysis of organizational principles	1.897	31			
10. Production of a unique communication	1.953	33	Synthesis	1.699	26
11. Production of a plan or proposed set of operations	1.825	28			
12. Derivation of a set of abstract relations	1.142	19			
13. Judgments in terms of internal evidence	1.865	31	Evaluation	1.931	32
14. Judgments in terms of external criteria	2.086	35			

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C.1

Table 1B

Total $\bar{x}$ Scores and Percent of Responses Marked "Imperative" for Each Educational Objective
and for Each Major Division of the Taxonomy: All School Groups Combined

Description of Objective	Objective $\bar{x}$ Score	% Imperative	Major Division Description	Division $\bar{x}$ Score	% Imperative
AFFECTIVE DOMAIN:					
15. Awareness	2.397	53	Receiving (Attending)	2.284	46
16. Willingness to receive	2.493	58			
17. Controlled or selected attention	1.720	23			
18. Willingness to respond	2.394	52	Responding	2.400	53
19. Satisfaction in response	2.412	54			
20. Acceptance of a value	1.984	34	Valuing	1.991	34
21. Preference for a value	1.994	34			
22. Conceptualization of a value	1.846	29	Organization	1.931	32
23. Organization of a value system	2.108	40			
24. Generalized set	2.238	45	Characteri- zation by a Value or Value Complex	2.281	49
25. Characterization	2.331	56			

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C.2

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Table 2

Mean "Desirability" Score, Percent of Staff Responding "Imperative" and Descriptive Category for the Eleven Major Divisions of the Taxonomy: by Slow, Average, and Accelerated Learners, All School Groups Combined

Major Divisions	Slow			Average			Accelerated		
	DC*	$\bar{x}$	%	DC*	$\bar{x}$	%	DC*	$\bar{x}$	%
Knowledge	N	1.493	17	D	2.063	24	I	2.611	68
Comprehension	N	1.503	14	D	2.111	26	I	2.713	74
Application	D	2.128	36	D	2.417	47	I	2.687	73
Analysis	N	1.221	09	N	1.961	19	I	2.631	68
Synthesis	U	.955	07	N	1.698	14	D	2.443	56
Evaluation	N	1.261	10	N	1.924	21	I	2.604	66
Receiving	D	2.045	34	D	2.189	39	I	2.597	66
Responding	D	2.169	40	D	2.391	48	I	2.644	71
Valuing	N	1.565	20	N	1.993	27	D	2.420	55
Organization	N	1.397	17	N	1.916	23	D	2.477	57
Characterization by a Value or Value Complex	N	1.978	36	D	2.323	45	I	2.548	65

*Descriptive Category:									
			(I) Imperative						
			(D) Desirable				(N) Nice to have		
							(U) Unnecessary		

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Table 3

Description of the Eleven Major Divisions of Educational Objectives

COGNITIVE DOMAIN

Knowledge

This involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting. These objectives emphasize most the psychological processes of remembering. The process of relating is also involved.

Comprehension

Represents the lowest level of understanding; an understanding or apprehension so that an individual knows what is being communicated and can make use of the material or idea without necessarily relating it to other material or seeing its fullest implications.

Application

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods; they may also be technical principles, ideas, and theories which must be remembered and applied.

Analysis

The breakdown of a communication into its constituent elements or parts so that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects as well as its basis and arrangement.

Synthesis

The putting together of elements and parts to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before.

Evaluation

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

Table 3 (continued)

AFFECTIVE DOMAIN

Receiving (Attending)

The learner is sensitized to the existence of certain phenomena and stimuli; he is willing to receive or attend to them. Because of previous experience, the student brings to each situation a point of view or set which may facilitate or hinder his recognition of the phenomena to which the teacher is trying to sensitize him.

Responding

Responses which go beyond merely attending to the phenomenon. The student is motivated enough that he is actively attending; he is committing himself in some small measure to the phenomena involved; he is doing something with or about the phenomenon besides merely perceiving it. This is the category that many teachers will find best describes their "interest" objectives.

Valuing

This implies that a thing, phenomenon, or behavior has worth. The abstract concept of worth is in part a result of the individual's own valuing or assessment, but it is much more a social product that has been slowly internalized or accepted and has come to be used by the student as his own criterion of worth.

Behavior at this level is sufficiently consistent and stable to have taken on the characteristics of a belief or an attitude; the learner is perceived as holding a value. Our concern here is with the internalization of a set of specified, ideal, values, not with the relationships among values.

An important element of behavior characterized by Valuing is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior.

Organization

As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus necessity arises for (a) the organization of the values into a system, (b) the determination of the interrelationships among them, and (c) the establishment of the dominant and pervasive ones. This category is intended as the proper classification for objectives which describe the beginnings of the building of a value system.

Characterization by a Value or Value Complex

At this level of internalization the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challenged. Our concern is to indicate (a) the generalization of this control, (b) the integration of these belief, ideas, and attitudes into a total philosophy or world view.

A P P E N D I X D

PART III: TEACHER QUESTIONNAIRE

Percent and Number of Staff Members Indicating the Degree
of Problem in Their School Group and the Preferred
Solutions to These Problems for Items 1-13

Item 1A*

PROBLEM: Significant numbers of non-college bound youngsters not prepared for jobs.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	23	31	32	43	13	17	7	09	75	1.947
2	31	27	46	40	10	09	27	24	114	1.711
3	15	26	30	53	7	12	5	09	57	1.965
4	13	12	44	41	29	27	21	20	107	1.458
5	63	39	63	39	17	10	19	12	162	2.049
6	17	41	16	39	6	15	2	05	41	2.171
7	10	30	8	24	6	18	9	27	33	1.576
TOTAL	172	29	239	40	88	15	90	15	589	1.840

Item 1B**

SOLUTIONS:

- (0) Much more emphasis on vocational training courses.
- (1) Much more emphasis on secondary school counseling.
- (2) Much more emphasis on elementary school counseling.
- (3) Much more emphasis on orienting these students to academic preparation.
- (4) Much more use of local craftsmen and industry and business in job training these youngsters.
- (5) Other
- (6) Don't know of any solution.

School Group	SOLUTIONS								Total N						
	(0)		(1)		(2)		(3)			(4)		(5)		(6)	
	N	%	N	%	N	%	N	%		N	%	N	%	N	%
1	24	25	13	14	16	17	15	16	26	27	1	01	1	01	96
2	53	41	13	10	9	07	4	03	43	33	6	05	2	02	130
3	34	41	4	05	7	08	6	07	29	35	3	04	0	00	83
4	45	33	15	11	19	14	2	02	43	32	8	06	4	03	136
5	91	40	24	11	17	07	18	08	73	32	6	03	0	00	229
6	17	30	1	02	6	11	8	14	19	33	5	09	1	02	57
7	8	27	8	27	2	07	0	00	11	37	1	03	0	00	30
TOTAL	272	36	78	10	76	10	53	07	244	32	30	04	8	01	761

*For each item, Table A will state the problem and indicate the degree of seriousness of that problem for each school group.

**For each item, Table B will present the solutions to the problem stated in Table A and the preference for each solution, by school group.

Item 2A

PROBLEM: Significant numbers of non-English speaking students in early grades.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	40	53	28	37	7	09	1	01	76	2.408
2	22	19	53	46	21	18	20	17	116	1.664
3	0	00	1	02	6	10	52	88	59	0.136
4	0	00	1	01	17	16	90	83	108	0.176
5	12	08	30	19	66	42	48	31	156	1.038
6	33	80	7	17	0	00	1	02	41	2.756
7	0	00	1	03	5	16	25	81	31	0.226
TOTAL	107	18	121	21	122	21	237	40	587	1.167

Item 2B

SOLUTIONS:

- (0) Much work in getting these children to stores, museums, playgrounds, and community things on continuing basis.
- (1) Partial use of child's native language during first years by teacher.
- (2) Grouping these children separately during first years.
- (3) Using students from higher grades to help tutor.
- (4) Using longer, more self-contained school day, with play and study time included.
- (5) Development of automated, programed language instruction.
- (6) More effective family counseling.
- (7) Community schools concept involving entire families in language instruction.
- (8) Other
- (9) Don't know of any solution.

School Group	SOLUTIONS										Total N
	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	
1	9 08	21 18	11 10	11 10	8 07	15 13	10 09	24 21	1 01	4 04	114
2	24 17	18 13	10 07	17 12	1 01	18 13	10 07	31 23	4 03	4 03	137
3	2 22	0 00	0 00	0 00	0 00	1 11	1 11	5 56	0 00	0 00	9
4	4 15	1 04	3 12	2 08	0 00	3 12	2 08	7 27	3 12	1 04	26
5	31 19	14 09	18 11	20 12	3 02	15 09	16 10	38 23	4 03	4 03	163
6	5 09	5 09	14 26	6 10	2 04	7 13	1 02	11 20	3 05	1 02	55
7	0 00	0 00	0 00	2 40	0 00	2 40	1 20	0 00	0 00	0 00	5
TOTAL	75 15	59 12	56 11	58 11	14 03	61 12	41 08	116 23	15 03	14 03	509

Item 3A

PROBLEM: Important for a sizable number of students to progress at their own rate (either more rapidly or more slowly)?

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	9	12	32	42	28	37	7	09	76	1.566
2	19	16	57	47	31	26	13	11	120	1.683
3	16	28	27	47	13	23	1	02	57	2.018
4	18	17	55	50	25	23	10	09	108	1.750
5	39	24	73	45	43	26	9	05	164	1.866
6	10	24	20	49	10	24	1	02	41	1.951
7	8	25	16	50	3	09	5	16	32	1.844
TOTAL	119	20	280	47	153	26	46	08	598	1.789

Item 3B

SOLUTIONS:

- (0) Non-graded school.
- (1) Flexible scheduling.
- (2) More effective grouping (ability, achievement, etc.).
- (3) Self-paced programed (text and/or machine) instruction.
- (4) Team teaching.
- (5) Other
- (6) Don't know of any solution.

School Group	SOLUTIONS										Total N				
	(0)		(1)		(2)		(3)		(4)			(5)		(6)	
	N	%	N	%	N	%	N	%	N	%		N	%	N	%
1	15	15	30	29	30	29	11	11	11	11	2	02	3	03	102
2	40	25	51	31	32	20	25	15	9	06	4	02	1	01	162
3	16	18	17	20	21	24	19	22	10	11	3	03	1	01	87
4	54	34	30	19	30	19	17	11	24	15	4	02	1	01	160
5	50	21	59	25	60	25	32	14	21	09	12	05	2	01	236
6	9	17	10	19	19	35	7	13	3	06	4	07	2	04	54
7	4	11	4	11	14	39	5	14	8	22	1	03	0	00	36
TOTAL	188	22	201	24	206	25	116	14	86	10	30	04	10	01	837

D.4

Item 4A

PROBLEM: Inability to know individual student well enough to tailor program for him.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	8	11	17	23	21	28	29	39	75	1.053
2	15	12	35	28	43	35	30	24	123	1.285
3	7	12	21	36	17	29	13	22	58	1.379
4	2	02	41	37	40	36	27	25	110	1.164
5	16	10	56	34	54	33	40	24	166	1.289
6	2	05	16	40	15	38	7	18	40	1.325
7	4	12	5	15	15	44	10	29	34	1.088
TOTAL	54	09	191	32	205	34	156	26	606	1.236

Item 4B

SOLUTIONS

- (0) Team teaching.
- (1) More effective diagnostic aids and instruments.
- (2) More intensive counseling and consultation.
- (3) Teacher aids (clerical, readers, etc.).
- (4) Non-graded school.
- (5) Other
- (6) Don't know of any solution.

School Group	SOLUTIONS								Total N						
	(0)		(1)		(2)		(3)			(4)		(5)		(6)	
	N	%	N	%	N	%	N	%		N	%	N	%	N	%
1	9	15	7	12	15	25	19	32	5	08	3	05	2	03	60
2	4	03	23	18	46	35	36	28	11	09	8	06	2	02	130
3	6	10	10	16	15	25	23	38	2	03	3	05	2	03	61
4	6	05	18	16	32	28	34	30	13	11	6	05	5	04	114
5	11	07	17	11	49	31	42	27	12	08	25	16	2	01	158
6	0	00	4	11	11	30	13	35	4	11	4	11	1	03	37
7	1	03	5	16	16	52	6	19	1	03	1	03	1	03	31
TOTAL	37	06	84	14	184	31	173	29	48	08	50	08	15	03	591

D.5

Item 5A

PROBLEM: Inability to arouse and maintain interest of a sizable number of students (manifested in dropouts, truancy, etc.).

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	13	17	35	46	24	32	4	05	76	1.750
2	13	11	41	34	38	31	29	24	121	1.314
3	5	09	20	34	18	31	15	26	58	1.259
4	8	07	31	28	35	32	36	33	110	1.100
5	29	18	62	38	48	29	26	16	165	1.570
6	4	10	22	54	11	27	4	10	41	1.634
7	2	06	8	24	14	42	9	27	33	1.091
TOTAL	74	12	219	36	188	31	123	20	604	1.404

Item 5B

SOLUTIONS

- (0) Greater use of audio-visual devices.
- (1) Greater variety and better quality of texts.
- (2) Use of new methods of teaching (inquiry, discovery, etc.).
- (3) Greater emphasis on participatory courses (athletics, shops, homemaking, etc.).
- (4) Programs designed to make the community more education conscious.
- (5) Team teaching.
- (6) Non-graded school.
- (7) Other
- (8) Don't know of any solution.

School Group	SOLUTIONS										Total N								
	(0)		(1)		(2)		(3)		(4)			(5)		(6)		(7)		(8)	
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
1	4	04	5	05	22	23	19	20	30	32	2	02	5	05	1	01	7	07	95
2	10	08	9	07	42	32	26	20	18	14	5	04	8	06	10	08	3	02	131
3	3	05	5	08	21	33	16	25	12	19	4	06	1	02	2	03	0	00	64
4	2	02	8	08	25	23	21	20	15	14	7	07	18	17	9	08	2	02	107
5	12	06	20	10	58	28	43	21	37	18	5	02	14	07	13	06	3	02	205
6	5	10	4	08	6	12	10	20	15	29	1	02	2	04	5	10	3	06	51
7	9	29	5	16	6	19	4	13	2	07	2	07	0	00	0	00	3	10	31
TOTAL	45	07	56	08	180	26	139	20	129	19	26	04	48	07	40	06	21	03	684

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Item 6A

PROBLEM: The traditional or existing role and function of the classroom teacher.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	8	11	20	27	26	35	21	28	75	1.200
2	10	09	42	36	42	36	22	19	116	1.345
3	9	17	18	33	13	24	14	26	54	1.407
4	7	07	29	28	40	39	27	26	103	1.155
5	15	09	45	28	60	38	38	24	158	1.234
6	4	10	10	25	19	48	7	18	40	1.275
7	2	06	7	21	15	45	9	27	33	1.061
TOTAL	55	09	171	30	215	37	138	24	579	1.247

Item 6B

SOLUTIONS:

- (0) Different skill levels for teachers; use of well paid "master" teachers as guides in teaching.
- (1) Greater use of much clerical and reader help to relieve teacher of non-instructional duties.
- (2) Increased formal in-service training in new methods and techniques of instruction.
- (3) Greater use of automated (computerized) instruction to relieve teacher of much rote teaching.
- (4) More effective training for teachers to diagnose individual student needs.
- (5) Other
- (6) Don't know of any solution.

School	SOLUTIONS								Total N						
	(0)		(1)		(2)		(3)			(4)		(5)		(6)	
	N	%	N	%	N	%	N	%		N	%	N	%	N	%
1	11	16	27	39	15	21	5	07	8	11	2	03	2	03	70
2	12	09	51	40	23	18	9	07	23	18	5	04	5	04	128
3	8	13	19	32	17	28	4	07	9	15	2	03	1	02	60
4	10	09	38	33	30	26	5	04	24	21	6	05	1	01	114
5	16	09	62	36	38	22	8	05	38	22	8	05	2	01	172
6	0	00	20	47	9	21	7	16	7	16	0	00	0	00	43
7	5	14	10	27	12	32	3	08	7	19	0	00	0	00	37
TOTAL	62	10	227	36	144	23	41	07	116	19	23	04	11	02	624

D.7

Item 7A

PROBLEM: Inability to effectively instruct the accelerated group of students.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	7	09	19	26	34	46	14	19	74	1.257
2	14	12	39	33	46	38	21	16	120	1.383
3	9	16	20	35	19	33	9	16	57	1.509
4	7	07	32	30	45	42	22	21	106	1.226
5	17	10	42	25	62	38	44	27	165	1.194
6	5	13	15	39	9	24	9	24	38	1.421
7	9	27	11	33	11	33	2	06	33	1.818
TOTAL	68	11	178	30	226	38	121	20	593	1.325

Item 7B

SOLUTIONS:

- (0) Greater reliance on independent self study.
- (1) More materials specifically designed for the group.
- (2) Special advanced courses.
- (3) Extra academic experience (week-end labs, art institutes, summer programs, seminars, etc.).
- (4) Team teaching.
- (5) Non-graded school.
- (6) Other
- (7) Don't know of any solution.

	SOLUTIONS									
School Group	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	Total N	
	N %	N %	N %	N %	N %	N %	N %	N %		
1	17 22	15 20	20 26	11 15	7 09	3 04	2 03	1 01	76	
2	34 23	41 27	23 15	23 15	10 07	14 09	2 01	3 02	150	
3	15 20	25 33	11 14	16 21	8 10	2 03	0 00	0 00	77	
4	20 15	33 25	19 15	18 14	9 07	29 22	3 02	0 00	131	
5	33 18	57 32	26 14	30 17	10 06	18 10	4 02	2 01	180	
6	6 15	12 31	8 21	5 13	2 05	5 13	1 03	0 00	39	
7	8 17	12 26	13 28	7 15	6 13	1 02	0 00	0 00	47	
TOTAL	133 19	195 28	120 17	110 16	52 07	72 10	12 02	6 01	700	

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D.8

Item 8A

PROBLEM: Inability to effectively instruct the low ability group of students.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	20	27	32	43	19	25	4	05	75	1.907
2	25	21	56	46	34	28	6	05	121	1.826
3	18	31	26	44	12	20	3	05	59	2.000
4	17	16	47	44	31	29	11	10	106	1.660
5	46	28	70	42	32	19	17	10	165	1.879
6	21	53	14	35	4	10	1	03	40	2.375
7	9	27	14	42	8	24	2	06	33	1.909
TOTAL	156	26	259	43	140	23	44	07	599	1.880

Item 8B

SOLUTIONS

- (0) Individual remedial services.
- (1) More materials specifically designed for this group.
- (2) Team teaching.
- (3) More special courses exclusively for this group.
- (4) Programed and/or automated techniques of instruction.
- (5) Non-graded school.
- (6) More specially developed audio-visual aids.
- (7) Other
- (8) Don't know of any solution.

School Group	SOLUTIONS										Total N
	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
	N %	N %	N %	N %	N %	N %	N %	N %	N %		
1	21 22	25 26	5 05	18 19	7 07	6 06	3 03	6 06	5 05	96	
2	42 26	54 33	2 01	27 16	13 08	14 09	7 04	5 03	1 01	165	
3	21 27	19 25	8 10	14 18	5 07	3 04	4 05	2 03	1 01	77	
4	42 27	32 21	10 07	23 15	6 04	28 18	8 05	4 03	1 01	154	
5	47 22	73 34	8 04	43 20	12 06	16 07	5 02	11 05	2 01	217	
6	12 24	13 26	1 02	12 24	3 06	3 06	5 10	1 02	0 00	50	
7	10 26	06 15	0 00	17 44	3 08	2 05	1 03	0 00	0 00	39	
TOTAL	195 24	222 28	34 04	154 19	49 06	72 09	33 04	29 04	10 01	798	

D.9

Item 9A

PROBLEM: A sizable number of "culturally deprived" students.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	34	46	29	39	10	14	1	01	74	2.297
2	22	18	49	41	29	24	20	17	120	1.608
3	12	20	19	32	16	27	12	20	59	1.525
4	3	03	7	06	41	38	58	53	109	0.587
5	59	36	57	35	35	21	13	08	164	1.988
6	22	55	17	42	1	02	0	00	40	2.525
7	4	12	11	34	11	34	6	19	32	1.406
TOTAL	156	26	189	32	143	24	110	18	598	1.654

Item 9B

SOLUTIONS:

- (0) Greater community involvement; field trips, volunteer workers, programs for parents, etc.
- (1) More effective and extensive pre-school programs under school auspices.
- (2) Special "enrichment" classes.
- (3) Specific job training (for secondary schools only).
- (4) Individual remedial work.
- (5) Other
- (6) Don't know of any solution.

School Group	SOLUTIONS								Total N						
	(0)		(1)		(2)		(3)			(4)		(5)		(6)	
	N	%	N	%	N	%	N	%		N	%	N	%	N	%
1	30	29	26	25	15	15	10	10	15	15	2	02	5	05	103
2	51	34	29	20	30	20	14	10	16	11	4	03	4	03	148
3	27	40	8	12	22	32	7	10	3	04	1	01	0	00	68
4	19	25	18	23	16	21	8	10	13	17	3	04	0	00	77
5	72	33	40	18	38	17	35	16	23	10	8	04	4	02	220
6	19	33	12	21	11	19	4	07	7	12	3	05	1	02	57
7	13	36	2	06	10	28	2	06	5	14	0	00	4	11	36
TOTAL	231	33	135	19	142	20	80	11	82	12	21	03	18	03	709

D.10

Item 10A

PROBLEM: Too much emphasis on teaching facts vs. teaching skill processes.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	3	04	16	21	26	35	30	40	75	0.893
2	8	07	32	28	45	39	31	27	116	1.147
3	6	10	18	31	23	40	11	19	58	1.328
4	5	05	21	20	45	43	34	32	105	0.971
5	5	03	42	26	57	36	56	35	160	0.975
6	3	08	11	28	16	41	9	23	39	1.205
7	1	03	10	31	8	25	13	41	32	0.969
TOTAL	31	05	150	26	220	37	184	31	585	1.048

Item 10B

SOLUTIONS:

- (0) Introduction of new curriculum materials based on inquiry or discovery methods.
- (1) Non-graded school.
- (2) More intensive teacher training in utilization of inquiry and discovery methods of instruction.
- (3) Team teaching.
- (4) Fewer tests and more essays or papers.
- (5) Other
- (6) Don't know of any solution.

School Group	SOLUTIONS								Total N						
	(0)		(1)		(2)		(3)			(4)		(5)		(6)	
	N	%	N	%	N	%	N	%		N	%	N	%	N	%
1	25	42	2	03	22	37	3	05	6	10	0	00	2	03	60
2	63	50	9	07	43	34	0	00	7	06	3	02	1	01	126
3	29	41	0	00	27	38	5	07	7	10	2	03	1	01	71
4	32	31	13	12	40	38	7	07	10	10	1	01	1	01	104
5	64	44	6	04	56	38	6	04	12	08	2	01	1	01	147
6	13	32	5	12	15	37	1	02	4	10	1	02	2	05	41
7	15	50	0	00	8	27	2	07	5	17	0	00	0	00	30
TOTAL	241	41	35	06	211	36	24	04	51	09	9	02	8	01	579

D.11

Item 11A

PROBLEM: Imbalance in the existing curriculum.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	10	14	22	31	20	28	20	28	72	1.306
2	10	08	40	34	31	26	38	32	119	1.185
3	13	23	20	35	10	18	14	25	57	1.561
4	10	10	24	23	33	31	38	36	105	1.057
5	13	08	49	30	40	25	59	37	161	1.099
6	5	13	12	32	11	29	10	26	38	1.316
7	8	24	6	18	11	33	8	24	33	1.424
TOTAL	69	12	173	29	156	27	187	32	585	1.212

Item 11B

SOLUTIONS:

- (0) More emphasis on vocational-industrial training.
 (1) More emphasis in humanities and arts.
 (2) More emphasis in athletics and physical education.
 (3) Greater overall academic emphasis.
 (4) Greater emphasis in business education.
 (5) Other
 (6) Don't know of any solution.

School Group	SOLUTIONS								Total N						
	(0)		(1)		(2)		(3)			(4)		(5)		(6)	
	N	%	N	%	N	%	N	%		N	%	N	%	N	%
1	18	28	16	25	4	06	13	20	6	09	4	06	4	06	65
2	54	48	28	25	0	00	9	08	11	10	7	06	3	03	112
3	27	54	18	36	1	02	6	12	5	10	2	04	1	02	50
4	37	38	26	27	8	08	10	10	11	11	3	03	3	03	98
5	63	48	26	20	2	02	17	13	13	10	7	05	4	03	132
6	10	33	5	17	3	10	4	13	1	03	4	13	3	10	30
7	8	33	5	21	5	21	2	08	3	12	0	00	1	04	24
TOTAL	217	41	124	24	23	04	61	12	50	10	27	05	19	04	521

Item 12A

PROBLEM: High delinquency rates, high dropout rate, absenteeism, lack of identification with school and community values.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	22	30	29	40	18	25	4	05	73	1.945
2	14	12	31	26	43	36	30	25	118	1.246
3	8	14	11	20	19	34	18	32	56	1.161
4	5	05	21	20	36	34	43	41	105	0.886
5	37	23	54	33	52	32	20	12	163	1.663
6	11	28	17	43	10	25	2	05	40	1.925
7	0	00	2	06	15	45	16	48	33	0.576
TOTAL	97	16	165	28	193	33	133	23	588	1.384

Item 12B

SOLUTIONS:

- (0) Great increase in language and communication training in early years.
- (1) Great effort in pre-school and elementary years in familiarizing children with desired values on a continuing basis.
- (2) Training teachers in culture of the children involved in order to expedite understanding of motivation.
- (3) More realistic community job training.
- (4) Other
- (5) Don't know of any solution.

School Group	SOLUTIONS								Total N				
	(0)		(1)		(2)		(3)			(4)		(5)	
	N	%	N	%	N	%	N	%		N	%	N	%
1	29	29	34	34	24	24	10	10	1	01	2	02	100
2	18	16	37	32	25	22	24	21	9	08	3	03	116
3	4	08	15	29	12	24	15	29	5	10	0	00	51
4	15	17	34	40	9	10	17	20	4	05	7	08	86
5	26	13	60	30	55	28	39	20	7	04	10	05	197
6	20	38	14	27	7	13	9	17	1	02	1	02	52
7	1	06	6	33	1	06	6	33	1	06	3	17	18
TOTAL	113	18	200	32	133	21	120	19	28	05	26	04	620

Item 13A

PROBLEM: Lack of community and school integration. Lack of use of school facilities as a community resource.

School Group	DEGREE OF PROBLEM								Total N	Mean
	Critical		Important		Minor		None			
	N	%	N	%	N	%	N	%		
1	10	14	25	34	24	32	15	20	74	1.405
2	7	06	16	14	42	36	51	44	116	0.819
3	8	15	8	15	17	31	22	40	55	1.036
4	4	04	15	15	33	32	51	50	103	0.728
5	6	04	32	20	58	36	65	40	161	0.870
6	2	05	6	15	20	50	12	30	40	0.950
7	6	18	6	18	8	24	13	39	33	1.152
TOTAL	43	07	108	19	202	35	229	39	582	0.940

Item 13B

SOLUTIONS:

- (0) Development of adult education efforts along cultural lines.
- (1) Development of adult education efforts along vocational training lines.
- (2) Development of integrated community center school concept; use of the school as a family educational-recreational-cultural center on a year-round basis.
- (3) Greater use of individual talent in the community in the school.
- (4) Other
- (5) Don't know of any solution.

School Group	SOLUTIONS										Total N		
	(0)		(1)		(2)		(3)		(4)			(5)	
	N	%	N	%	N	%	N	%	N	%		N	%
1	23	31	11	15	24	32	11	15	1	01	5	07	75
2	9	11	7	08	33	39	29	34	2	02	5	06	85
3	7	18	2	05	20	50	10	25	1	03	0	00	40
4	6	08	4	05	37	48	28	36	1	01	1	01	77
5	20	16	12	09	56	43	32	25	2	02	7	05	129
6	6	19	4	13	12	38	5	16	2	06	3	09	32
7	3	14	1	05	5	24	8	38	2	10	2	10	21
TOTAL	74	16	41	09	187	41	123	27	11	02	23	05	459

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A P P E N D I X E

DATA ON STUDENT QUESTIONNAIRES

Percent and Number of Students in 8th and 12th Grade Responding to Items,
by School Group and by Ability Group

E.1

Item 1

How many times have you changed schools because your parents have moved?

(0) 0-3 times (1) 4-10 times (2) 11-20 times (3) more than 20 times

8TH GRADE		SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0)	189 82	206 71	81 72	105 71	117 40	111 85	57 84	865 68	
(1,2,3)	43 18	83 29	32 28	44 29	178 60	19 15	11 16	410 32	
TOTAL	232	289	113	149	295	130	68	1275	
12TH GRADE		SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0)	142 85	164 83	59 81	85 63	100 34	71 85	49 91	670 67	
(1,2,3)	26 15	34 17	14 19	50 37	196 66	12 15	5 09	337 33	
TOTAL	168	198	73	135	296	83	54	1007	

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(0)	349 71	331 67	184 63	864 68	299 67	218 65	153 70	670 67				
(1,2,3)	140 29	162 33	108 37	410 32	151 33	119 35	67 30	337 33				
TOTAL	489	493	292	1274	450	337	220	1007				

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Item 2

What do you feel is the most important thing a person can obtain by going to school?

- (0) How to get along with other people. (4) An appreciation of things or ideas.
 (1) Facts
 (2) How to think. (5) Nothing*
 (3) Training for a job or career.

8TH GRADE		SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0)	38 16	28 10	11 10	23 16	31 10	19 15	6 09	156 12	
(1)	12 05	12 04	5 04	7 05	17 06	6 05	3 04	62 05	
(2)	28 12	26 09	13 11	38 26	19 06	6 05	9 13	139 11	
(3)	128 55	183 64	71 64	61 41	204 69	84 66	45 64	776 61	
(4)	25 11	35 12	13 11	19 13	25 08	13 10	6 09	136 11	
TOTAL	231	284	113	148	296	128	69	1269	
12TH GRADE		SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0)	13 08	26 13	7 10	20 15	36 12	6 07	2 04	110 11	
(1)	10 06	9 05	7 10	2 02	5 02	8 10	4 07	45 04	
(2)	26 15	45 23	20 27	38 28	75 26	9 11	9 17	222 22	
(3)	95 56	80 40	24 33	38 28	97 33	48 58	27 56	409 41	
(4)	25 15	36 18	15 21	37 27	79 27	12 14	12 22	216 22	
TOTAL	169	196	73	135	292	83	54	1002	

Choice	8TH GRADE		ABILITY GROUPS				12TH GRADE	
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(0)	49 10	59 12	48 16	156 12	59 13	32 10	19 09	110 11
(1)	26 05	27 05	09 03	62 05	17 04	13 04	15 07	45 04
(2)	87 18	31 06	21 07	139 11	132 29	62 19	28 13	222 22
(3)	264 54	320 65	192 66	776 61	138 31	158 47	113 52	409 41
(4)	61 13	54 11	21 07	136 11	102 23	70 21	44 20	216 22
TOTAL	487	491	291	1269	448	335	219	1002

*No appreciable response to this choice.

Item 3

What do you feel is the main reason for being in school?

- (0) Find out what the world is all about.
- (1) Be able to earn more money when I'm older.
- (2) Be able to get an interesting job someday.
- (3) Learn to appreciate the good things in life.
- (4) Because the law says I have to go.

8TH GRADE		SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0)	51 22	78 27	31 27	57 38	73 24	36 28	32 46	358 28	
(1)	22 09	35 12	11 10	12 08	29 10	8 06	4 06	121 09	
(2)	85 36	98 34	46 40	40 27	114 38	48 37	21 30	452 35	
(3)	61 26	69 24	22 19	28 19	65 22	33 26	11 16	289 23	
(4)	15 06	8 03	4 03	12 08	17 06	4 03	1 01	61 05	
TOTAL	234	288	114	149	298	129	69	1281	

12TH GRADE		SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0)	57 34	62 31	28 38	55 40	121 41	20 24	18 33	361 36	
(1)	22 13	28 14	13 18	16 12	34 12	17 20	6 11	136 13	
(2)	59 35	59 30	23 31	34 25	65 22	25 30	20 37	285 28	
(3)	28 17	44 22	8 11	25 18	65 22	21 25	10 18	201 20	
(4)	3 02	4 02	1 01	6 04	9 03	0 00	0 00	23 02	
TOTAL	169	197	73	136	294	83	54	1006	

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(0)	176 36	134 27	48 16	358 28	170 38	124 37	67 30	361 36	66 15	45 13	25 11	136 13
(1)	41 08	53 11	27 09	121 09	66 15	45 13	25 11	136 13	130 29	84 25	71 32	285 18
(2)	171 35	167 34	114 38	452 35	71 16	77 23	53 25	201 20	71 16	77 23	53 25	201 20
(3)	88 18	114 23	87 30	289 23	11 02	8 02	4 02	23 02	11 02	8 02	4 02	23 02
(4)	13 03	28 06	20 07	61 15	11 02	8 02	4 02	23 02	11 02	8 02	4 02	23 02
TOTAL	489	496	296	1281	448	338	220	1006	448	338	220	1006

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Item 4

What do you think is the main purpose or reason for tests and grades?

- (0) Measure what students have learned.
- (1) Measure how smart a student is.
- (2) Sort students for school purposes.
- (3) Make students work harder (reward and punishment).
- (4) Let the teacher know how good a job he is doing.

8TH GRADE			SCHOOL GROUP												
Choice	1		2		3		4		5		6		7		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N %
(0)	159	68	210	73	76	67	115	77	228	76	87	67	49	71	924 72
(1)	20	09	9	03	7	06	9	06	16	05	16	12	6	02	83 06
(2)	6	03	8	03	5	05	2	01	7	02	5	04	1	01	34 03
(3)	10	04	19	07	14	12	12	08	11	04	2	02	2	03	70 06
(4)	38	16	41	14	11	10	11	07	37	12	20	15	11	16	169 13
TOTAL	233		287		113		149		299		130		69		1280

12TH GRADE			SCHOOL GROUP												
(0)	124	73	141	71	60	82	93	68	205	70	60	73	49	91	732 72
(1)	3	02	1	01	2	03	0	00	5	02	2	03	0	00	13 01
(2)	3	02	18	09	3	04	15	11	19	06	3	04	0	00	61 06
(3)	17	10	27	14	6	08	17	12	30	10	6	07	2	04	105 10
(4)	22	13	10	05	2	03	11	08	33	11	11	13	3	06	92 09
TOTAL	169		197		73		136		292		82		54		1003

Choice	8TH GRADE				ABILITY GROUPS			12TH GRADE		
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %		
(0)	374 76	355 71	195 66	924 72	321 72	258 77	153 70	732 72		
(1)	18 04	34 07	31 10	83 06	4 01	4 01	5 02	13 01		
(2)	15 03	11 02	8 03	34 03	39 09	16 05	6 03	61 06		
(3)	35 07	25 05	10 03	70 06	49 11	34 10	22 10	105 10		
(4)	47 10	70 14	52 18	169 13	35 07	24 07	33 15	92 09		
TOTAL	489	495	296	1280	448	336	219	1003		

Item 5

What do you feel your chances actually are of reaching your highest ambition or dream that you have for the time when you are an adult?

(0) Excellent
(1) Very good
(2) Fair

(3) Not too good
(4) Poor

8TH GRADE		SCHOOL GROUP						Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0,1)	100 43	161 56	59 52	73 49	147 49	41 32	35 51	616 48
(2)	120 51	106 37	48 42	67 45	138 46	77 59	33 48	589 46
(3,4)	15 06	21 07	7 06	9 06	14 05	12 09	1 01	79 06
TOTAL	235	288	114	149	299	130	69	1284
12TH GRADE		SCHOOL GROUP						Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0,1)	77 46	94 47	50 68	74 54	146 49	44 52	29 54	514 51
(2)	80 47	88 44	20 27	52 38	119 40	37 44	22 41	418 41
(3,4)	12 07	16 08	3 04	11 08	30 10	3 04	3 06	78 08
TOTAL	169	198	73	137	295	84	54	1010

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(0,1)	328 67	207 42	81 27	616 48	276 61	155 46	83 37	514 51	149 33	155 46	114 51	418 41
(2)	145 30	259 52	185 62	589 46	149 33	155 46	114 51	418 41	24 05	29 09	25 11	78 08
(3,4)	16 03	32 06	31 10	79 06	24 05	29 09	25 11	78 08				
TOTAL	489	498	297	1284	449	339	222	1010				

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Item 5

How are conditions for doing homework? (Control of noise, radio, TV, other children.)

- (0) Excellent; others helpful and cooperative.
 (1) Pretty good.
 (2) Average; OK part of the time.
 (3) Fairly noisy; not much encouragement.
 (4) Very noisy; many distractions.

8TH GRADE SCHOOL GROUP								Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0,1)	116 49	165 57	69 60	80 54	154 52	48 37	34 49	666 52
(2)	85 36	96 33	29 25	47 31	110 37	56 42	31 45	454 35
(3,4)	34 14	28 10	16 14	22 15	35 11	26 20	4 06	165 13
TOTAL	235	289	114	149	299	130	69	1285
12TH GRADE SCHOOL GROUP								Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0,1)	88 52	102 52	36 49	81 59	124 42	40 48	28 52	499 49
(2)	55 33	70 35	25 34	38 28	131 44	34 40	14 26	367 35
(3,4)	25 15	26 13	12 16	18 13	41 14	10 12	12 22	144 14
TOTAL	168	198	73	137	296	84	54	1010

Choice	8TH GRADE ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(0,1)	295 60	252 51	119 40	666 52	250 56	160 47	89 40	499 49
(2)	147 30	179 36	128 43	454 35	139 31	127 37	101 46	367 35
(3,4)	47 10	68 14	50 17	165 13	61 14	52 15	31 14	144 14
TOTAL	489	499	297	1285	450	339	221	1010

Item 7

Is not being able to read well a real school problem for you? Does it make it harder for you to do your school work?

- (0) No problem at all. (3) Quite a problem.
 (1) A slight problem. (4) A very big problem.
 (2) A fair-sized problem.

8TH GRADE		SCHOOL GROUP								Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %			
(0,1)	180 77	224 78	97 85	133 90	241 80	99 76	57 83	1031 80		
(2)	23 10	36 13	10 09	5 03	35 12	14 11	8 12	131 10		
(3,4)	32 14	28 10	7 06	10 07	24 08	17 13	4 06	122 10		
TOTAL	235	288	114	148	300	130	69	1284		

12TH GRADE		SCHOOL GROUP								Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %			
(0,1)	140 83	169 86	65 89	112 82	238 80	61 73	48 89	833 82		
(2)	10 06	19 10	2 03	13 09	35 12	9 11	3 06	91 09		
(3,4)	19 11	9 05	6 08	12 09	23 08	13 16	3 06	85 08		
TOTAL	169	197	73	137	296	83	54	1009		

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(0,1)	455 93	395 79	181 61	1031 80	399 89	280 83	154 70	833 83				
(2)	18 04	66 13	47 16	131 10	32 07	28 08	31 14	91 09				
(3,4)	15 03	38 08	69 23	122 10	18 04	31 09	36 16	85 08				
TOTAL	488	499	292	1284	449	339	221	1009				

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E.8

Item 8

How much do you enjoy writing papers for school? (For example, reports, themes, or any writing assignment.)

- (0) Always enjoy it. (3) Enjoy it once in a while.
 (1) Almost always enjoy it. (4) Almost never enjoy it.
 (2) Enjoy it part of the time.

8TH GRADE			SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %			
(0,1)	70 30	115 40	35 31	45 30	98 33	36 28	26 38	425 33		
(2)	67 28	84 29	35 31	42 28	82 27	40 31	16 23	366 28		
(3,4)	98 42	90 31	44 39	62 42	119 40	54 42	27 39	494 38		
TOTAL	235	289	114	149	299	130	69	1285		

12TH GRADE			SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %			
(0,1)	44 26	39 20	18 25	38 28	79 27	16 19	16 30	250 25		
(2)	39 23	48 24	26 36	37 27	95 32	21 25	10 19	276 27		
(3,4)	85 51	111 56	29 40	62 45	121 41	46 55	28 51	482 48		
TOTAL	168	198	73	137	295	83	54	1008		

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE							
	High		Medium		Low		Total		High		Medium		Low		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
(0,1)	187	38	160	32	78	26	425	33	130	29	81	24	39	18	250	25
(2)	138	28	140	28	88	30	366	28	127	28	84	25	65	29	276	27
(3,4)	165	34	199	40	130	44	494	38	191	43	174	52	117	53	484	48
TOTAL	490		499		296		1285		448		339		221		1008	

Item 9

What are the two most important of the many things that keep you from getting the most out of school? (Be sure you check only two.)

- | | |
|---|-------------------------------------|
| (0) Own lack of interest. | (4) Personal worries and anxieties. |
| (1) Poor study habits. | (5) Poor teaching. |
| (2) Poor reading ability. | (6) Too much outside activity. |
| (3) Teacher doesn't like me; or I don't like the teacher. | (7) Poor writing ability. |

8TH GRADE			SCHOOL GROUP						Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0)	91 20	116 22	60 28	88 31	147 27	54 22	35 27	591 25	
(1)	98 22	107 20	32 15	54 19	97 18	46 19	14 11	448 19	
(2)	33 07	25 05	12 06	7 02	28 05	12 05	5 04	122 05	
(3)	54 12	39 07	26 12	34 12	62 11	29 12	20 15	264 11	
(4)	70 16	108 20	33 15	36 13	105 19	50 20	18 14	420 18	
(5)	25 06	23 04	19 09	17 06	15 03	20 08	14 11	133 06	
(6)	53 12	97 18	28 13	39 14	82 15	28 11	19 15	346 14	
(7)	22 05	16 03	5 02	7 02	14 03	7 03	5 04	76 03	
TOTAL	446	531	215	282	550	246	130	2400	

12TH GRADE			SCHOOL GROUP						Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0)	67 21	75 20	35 25	67 26	127 22	26 16	24 23	421 22	
(1)	102 32	96 26	35 25	72 28	156 27	43 27	26 25	530 28	
(2)	16 05	8 02	6 04	11 04	33 06	9 06	2 02	85 04	
(3)	4 01	13 03	5 04	7 03	19 03	6 04	3 03	57 03	
(4)	50 16	69 19	21 15	38 15	122 21	34 21	25 24	359 19	
(5)	18 06	33 09	14 10	22 08	29 05	10 06	8 08	134 07	
(6)	50 16	69 19	17 12	31 12	72 13	30 19	12 11	281 15	
(7)	12 04	8 02	5 04	11 04	14 02	3 02	5 05	58 03	
TOTAL	319	371	138	259	572	161	105	1925	

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(0)	240 26	239 26	112 21	591 25	196 23	141 22	84 20	421 21	196 23	141 22	84 20	421 21
(1)	172 19	162 17	114 21	448 19	237 27	175 27	118 28	530 03	237 27	175 27	118 28	530 03
(2)	13 01	54 06	55 10	122 05	22 03	21 03	42 10	85 04	22 03	21 03	42 10	85 04
(3)	101 11	107 11	56 10	264 11	24 03	22 03	11 03	57 03	24 03	22 03	11 03	57 03
(4)	157 17	163 17	100 18	420 18	155 18	126 19	78 19	359 18	155 18	126 19	78 19	359 18
(5)	67 07	45 05	21 04	133 06	67 08	48 07	19 05	134 07	67 08	48 07	19 05	134 07
(6)	153 17	129 14	64 12	346 14	139 16	99 15	43 10	281 14	139 16	99 15	43 10	281 14
(7)	19 02	37 04	20 04	76 03	20 02	19 03	19 05	58 03	20 02	19 03	19 05	58 03
TOTAL	922	936	542	2400	860	651	414	1925	860	651	414	1925

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Item 10

Would it be better to have a school year that has several short vacations of two or three weeks each rather than a long summer vacation? Would this be better for students and teachers?

- (0) Very much better.
 (1) Somewhat better.
 (2) Not much difference.

- (3) Somewhat worse than now.
 (4) Much worse than now.

8TH GRADE		SCHOOL GROUP						Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0,1)	49 21	50 18	18 16	23 15	50 17	23 18	8 12	221 19
(2)	66 28	69 24	22 20	17 11	55 18	37 29	16 23	282 22
(3,4)	117 50	164 58	72 64	109 73	193 65	69 53	45 65	769 60
TOTAL	232	283	112	149	298	129	69	1272
12TH GRADE		SCHOOL GROUP						Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0,1)	23 14	30 15	8 11	23 17	73 25	11 13	8 15	176 17
(2)	34 20	35 18	11 15	30 22	49 17	21 25	13 24	193 19
(3,4)	112 66	130 67	54 74	84 61	173 58	51 61	33 61	637 63
TOTAL	169	195	73	137	295	83	54	1006

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(0,1)	87 18	81 16	53 18	221 17	84 19	55 16	37 17	176 17	84 19	55 16	37 17	176 17
(2)	78 16	122 25	82 28	282 22	68 15	61 18	64 29	193 19	68 15	61 18	64 29	193 19
(3,4)	325 66	291 59	153 53	769 60	295 66	225 66	117 54	637 63	295 66	225 66	117 54	637 63
TOTAL	490	494	288	1272	447	341	218	1006	447	341	218	1006

Item 11

During this school year, about how many times have you had scheduled appointments with teacher, counselor, assistant principal or principal, to discuss school or personal problems? This does not count short accidental meetings for purposes of discipline.

(0) 0 (1) 1 (2) 2 (3) 3 (4) 4 or more

8TH GRADE		SCHOOL GROUP								Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %			
(0)	67 29	121 43	36 32	50 34	152 52	67 52	43 62	536 42		
(1)	87 38	97 34	27 24	34 23	61 21	25 19	8 12	339 27		
(2,3,4)	78 34	65 23	50 44	65 44	79 27	37 29	18 26	392 31		
TOTAL	232	283	113	149	292	129	69	1267		
12TH GRADE		SCHOOL GROUP								Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %			
(0)	58 34	39 20	10 14	26 19	37 12	36 42	19 35	225 22		
(1)	40 24	28 14	9 12	17 12	41 14	18 21	13 24	166 16		
(2,3,4)	71 42	129 66	54 74	94 69	218 73	31 36	22 41	619 61		
TOTAL	169	196	73	137	296	85	54	1010		

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(0)	229 47	192 39	115 40	536 42	106 24	68 20	51 23	225 22				
(1)	137 28	150 30	52 18	339 27	72 16	57 17	37 17	166 16				
(2,3,4)	119 25	151 31	122 42	392 31	271 60	215 63	133 60	619 61				
TOTAL	485	493	289	1267	449	340	221	1010				

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Item 12

What are your feelings about the various school subject areas listed? First, check those areas which you have never taken. Then, for the remaining subjects, check the answer which best describes your feeling about each.

SUBJECT AREAS*

Mathematics
Science
Art
Music (not band)
History & Social Studies
English Literature
Grammar & Spelling
Foreign Languages
Shop (Auto, metal, etc.)
Home Economics (sewing, cooking, etc.)

CHOICES

- (0) Never Taken**
(1) Very Interesting
(2) Interesting
(3) Average
(4) Dull
(5) Can't Stand

8TH GRADE, Math		SCHOOL GROUP							Total N %
Choice	1	2	3	4	5	6	7		
	N %	N %	N %	N %	N %	N %	N %		
(1,2)	98 43	123 44	49 44	55 37	117 41	59 47	26 38	527 42	
(3)	72 32	99 36	36 32	48 32	86 30	39 31	22 32	402 32	
(4,5)	56 25	56 20	27 24	45 30	84 29	27 22	21 30	316 25	
TOTAL	226	278	112	148	287	125	69	1245	
12TH GRADE, Math		SCHOOL GROUP							Total N %
Choice	1	2	3	4	5	6	7		
	N %	N %	N %	N %	N %	N %	N %		
(1,2)	80 49	79 41	42 62	66 49	123 43	35 44	15 29	440 45	
(3)	51 31	68 35	20 29	42 31	89 31	28 35	11 21	309 32	
(4,5)	33 20	47 24	6 09	26 19	73 26	16 20	26 50	227 23	
TOTAL	164	194	68	134	285	79	52	976	

Mathematics

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(1,2)	250 52	190 39	87 32	527 42	227 51	142 43	71 36	440 45	227 51	142 43	71 36	440 45
(3)	126 26	178 36	98 36	402 32	112 25	117 35	80 40	309 32	112 25	117 35	80 40	309 32
(4,5)	109 22	121 25	86 32	316 25	104 23	74 22	49 25	227 23	104 23	74 22	49 25	227 23
TOTAL	485	489	271	1245	443	333	200	976	443	333	200	976

*Separate tables are given for each subject area.

**This choice was included in the tabulation for Foreign Language since so many students had indicated they had never taken this subject.

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Item 12 (continued)

8TH GRADE, Science									SCHOOL GROUP	
Choice	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
(1,2)	147	64	159	57	85	77	86	59	189	65
(3)	59	26	74	26	17	15	36	25	56	19
(4,5)	23	10	46	16	9	08	24	16	48	16
TOTAL	229		279		111		146		293	
12TH GRADE, Science									SCHOOL GROUP	
Choice	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
(1,2)	94	58	114	61	52	74	81	62	171	62
(3)	39	24	43	23	12	17	28	22	68	24
(4,5)	30	18	30	16	6	09	21	16	39	14
TOTAL	163		187		70		130		278	

Science

8TH GRADE					ABILITY GROUPS			12TH GRADE	
Choice	High		Medium		Low		Total		Total
	N	%	N	%	N	%	N	%	
(1,2)	326	68	315	65	142	50	783	62	595
(3)	93	19	123	25	74	26	290	23	219
(4,5)	63	13	50	10	65	23	178	14	142
TOTAL	482		488		281		1251		956

8TH GRADE, History & Soc. St.									SCHOOL GROUP	
Choice	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
(1,2)	143	64	158	57	55	50	72	49	178	62
(3)	62	28	68	25	39	36	61	42	69	24
(4,5)	18	08	49	18	15	14	13	09	38	13
TOTAL	223		275		109		146		285	
12TH GRADE, History & Soc. St.									SCHOOL GROUP	
Choice	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
(1,2)	81	51	111	5	31	44	73	54	160	56
(3)	45	28	51	27	29	41	36	26	83	29
(4,5)	34	21	29	15	11	15	27	20	44	15
TOTAL	160		191		71		136		287	

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Item 12 (continued)

History & Social Studies

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High	Medium	Low	Total	High	Medium	Low	Total	High	Medium	Low	Total
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(1,2)	311 66	266 56	125 46	702 57	262 60	181 55	80 41	523 54				
(3)	115 24	141 30	90 33	345 28	111 25	96 29	71 36	278 29				
(4,5)	48 10	70 15	58 21	176 14	63 14	55 16	44 23	162 17				
TOTAL	474	477	273	1224	436	332	195	963				

12TH GRADE ONLY, English Literature

Choice	SCHOOL GROUP							Total N %
	1	2	3	4	5	6	7	
	N %	N %	N %	N %	N %	N %	N %	
(1,2)	52 34	84 46	29 42	63 46	134 49	36 46	36 71	434 46
(3)	60 39	52 28	24 35	49 36	90 33	31 40	10 20	316 33
(4,5)	43 28	47 26	16 23	24 18	51 19	11 14	5 10	197 21
TOTAL	155	183	69	136	275	78	51	947

Choice	ABILITY GROUPS			
	High	Medium	Low	Total
	N %	N %	N %	N %
(1,2)	245 57	140 43	49 26	434 46
(3)	119 28	108 33	89 46	316 33
(4,5)	65 15	78 24	54 28	197 21
TOTAL	429	326	192	947

8TH GRADE, Grammar & Spell. SCHOOL GROUP								Total N %
Choice	1	2	3	4	5	6	7	
	N %	N %	N %	N %	N %	N %	N %	
(1,2)	110 51	110 42	39 35	50 34	133 49	53 43	31 47	526 44
(3)	80 37	109 42	42 38	54 37	96 35	48 39	22 33	451 38
(4,5)	21 12	43 16	30 27	41 28	45 16	21 17	13 20	220 18
TOTAL	217	262	111	145	274	122	66	1197

12TH GRADE, Grammar & Spell. SCHOOL GROUP								Total N %
Choice	1	2	3	4	5	6	7	
	N %	N %	N %	N %	N %	N %	N %	
(1,2)	49 32	53 29	23 35	26 21	93 33	31 40	16 31	291 31
(3)	63 42	69 37	21 32	46 37	118 42	26 33	22 42	365 39
(4,5)	39 26	63 34	22 33	51 41	68 24	21 27	14 27	278 30
TOTAL	151	185	66	123	279	78	52	934

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Item 12 (continued)

Grammar & Spelling

Choice	8TH GRADE				ABILITY GROUP				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(1,2)	192 41	203 43	131 51	526 44	109 25	112 35	70 38	291 31	174 37	189 40	88 34	365 39
(3)	174 37	189 40	88 34	451 38	166 39	127 39	72 40	365 39	105 22	76 16	39 15	278 30
(4,5)	105 22	76 16	39 15	220 18	154 36	84 26	40 22	278 30				
TOTAL	471	468	258	1197	429	323	182	934				

8TH GRADE, Foreign Lang.*								SCHOOL GROUP	
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	Total N %	
(0)	16	201	2	5	79	7	1	311	
(1,2)	101 51	48 68	20 19	58 42	108 54	26 23	33 52	394 44	
(3)	49 25	12 17	13 12	33 24	46 23	32 28	05 08	190 21	
(4,5)	49 25	11 15	72 69	47 34	45 23	55 49	25 40	304 34	
TOTAL	199	71	105	138	199	113	63	888	
12TH GRADE, Foreign Lang.*								SCHOOL GROUP	
(0)	63	30	13	29	69	8	8	220	
(1,2)	52 54	77 49	24 43	48 46	101 48	38 60	14 34	354 49	
(3)	29 30	49 31	15 27	29 28	71 33	14 22	12 29	219 30	
(4,5)	16 16	30 19	17 30	27 26	40 19	11 17	15 37	156 21	
TOTAL	97	156	56	104	212	63	41	729	

Foreign Languages

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(1,2)	178 48	132 39	84 48	394 44	183 47	115 48	56 56	354 49	71 19	78 23	41 23	190 21
(3)	71 19	78 23	41 23	190 21	123 32	68 28	28 28	219 30	121 33	132 39	51 29	304 34
(4,5)	121 33	132 39	51 29	304 34	84 22	56 23	16 16	156 21				
TOTAL	370	342	176	888	390	239	100	729				

*School group totals and percentages are figured only on those students taking Foreign Language; choice (0) indicates those students never taking this subject area.

Item 12 (continued)

8TH GRADE, Shop		SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(1,2)	77 85	70 92	54 83	75 67	133 94	36 82	3 75		
(3)	12 13	6 08	7 11	24 21	7 05	5 11	0 00	61 11	
(4,5)	2 02	0 00	4 06	13 12	2 01	3 07	1 25	25 05	
TOTAL	91	76	65	112	142	44	4	534	
12TH GRADE, Shop		SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(1,2)	46 77	44 69	16 64	53 75	100 80	23 88	2 67		
(3)	9 15	14 22	6 24	12 17	18 14	2 08	1 33	62 17	
(4,5)	5 08	0 09	3 12	6 08	7 06	1 04	0 00	28 07	
TOTAL	60	64	25	71	125	26	3	374	

Shop

Choice	8TH GRADE				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(1,2)	170 83	184 86	94 83	448 84	109 77	98 70	77 83	284 76
(3)	23 11	24 11	14 12	61 11	24 17	26 19	12 13	62 17
(4,5)	13 06	7 03	5 05	25 05	8 06	16 11	4 04	28 07
TOTAL	206	215	113	534	141	140	93	374

8TH GRADE, Homemaking			SCHOOL GROUP						Total N %							
Choice	1		2		3		4			5		6		7		
	N	%	N	%	N	%	N	%		N	%	N	%	N	%	
(1,2)	77	94	72	84	16	62	106	79	107	76	46	81	4	67	428	80
(3)	2	02	11	13	7	27	22	16	23	16	5	09	2	33	72	14
(4,5)	3	04	3	03	3	12	7	05	11	08	6	11	0	00	33	06
TOTAL	82		86		26		135		141		57		6		533	
12TH GRADE, Homemaking			SCHOOL GROUP						Total N %							
Choice	1		2		3		4			5		6		7		
	N	%	N	%	N	%	N	%		N	%	N	%	N	%	
(1,2)	29	74	43	58	8	80	26	51	103	69	14	54	6	86	229	64
(3)	6	15	17	23	1	10	16	31	30	20	6	23	1	14	77	21
(4,5)	4	11	14	19	1	10	9	18	17	11	6	23	0	00	51	14
TOTAL	39		74		10		51		150		26		7		357	

Homemaking

Choice	8TH GRADE				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %
(1,2)	165 78	164 85	99 77	428 80	79 59	87 69	63 66	229 64
(3)	35 17	18 09	19 15	72 14	34 25	24 19	19 20	77 22
(4,5)	11 05	12 06	10 08	33 06	22 16	16 12	13 14	51 14
TOTAL	211	194	128	533	135	127	95	357

Item 13 (8TH GRADE ONLY)

Here are some things students like and some things students don't like about school. Read the list below and decide how you feel about each thing listed. Then, check the space which tells your feeling best.

List	Choices
a. Teachers who care very much whether you work hard and do well.	(0) Like very much
b. Class where you have to do things and figure things out for yourself.	(1) Like a little
c. Class where we see lots of movies and slides.	(2) Don't care
d. Teachers who are easy and don't make you work hard.	(3) Don't like much
e. Teachers who like me.	(4) Don't like at all
f. Classes where I get a chance to recite and talk things over with others.	
g. Small classes: 15 or less in class.	
h. Times when the teacher can give me special help by myself.	
i. Classes where all the children are about the same brightness.	
j. Classes where bright children and slower children are together.	

Teachers who care very much whether you work hard and do well.

8TH GRADE ONLY		SCHOOL GROUP						Total
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0,1)	220 94	255 89	105 93	128 86	275 92	112 88	63 91	1158 91
(2)	10 04	18 06	6 05	15 10	21 07	9 07	5 07	84 07
(3,4)	4 02	15 05	2 02	5 03	4 01	6 05	1 01	37 03
TOTAL	234	288	113	148	300	127	69	1279

ABILITY GROUPS				
Choice	High N %	Medium N %	Low N %	Total N %
(0,1)	437 89	453 91	268 91	1158 91
(2)	40 08	29 06	15 05	84 07
(3,4)	12 02	14 03	11 04	37 03
TOTAL	489	496	294	1279

Item 13, 8TH GRADE ONLY (continued)

Class where you have to do things and figure things out for yourself.

8TH GRADE ONLY			SCHOOL GROUP							
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	Total N %		
(0,1)	154 66	187 65	75 66	105 70	211 71	86 66	31 46	849 66		
(2)	19 08	34 12	11 10	17 11	30 10	14 11	13 19	138 11		
(3,4)	61 26	65 23	28 25	27 18	57 19	30 23	24 35	292 23		
TOTAL	234	286	114	149	298	130	68	1279		

	ABILITY GROUPS									
Choice	High N %	Medium N %	Low N %	Total N %						
(0,1)	354 73	319 64	176 59	849 66						
(2)	38 08	62 12	38 13	138 11						
(3,4)	94 19	116 23	82 28	292 23						
TOTAL	486	497	296	1279						

Class where we see lots of movies and slides.

8TH GRADE ONLY			SCHOOL GROUP						Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0,1)	183 78	229 80	96 85	115 77	248 84	95 73	48 70	1014 79	
(2)	29 12	39 14	13 12	20 13	26 09	25 19	16 23	168 13	
(3,4)	22 09	20 07	4 04	14 09	21 07	10 08	5 07	96 08	
TOTAL	234	288	113	149	295	130	69	1278	

Choice	ABILITY GROUPS			Total N %					
	High N %	Medium N %	Low N %						
(0,1)	381 78	395 80	238 81	1014 79					
(2)	67 14	63 13	38 13	168 13					
(3,4)	40 08	38 08	18 06	96 08					

TOTAL	488	496	294	1278					

Item 13, 8TH GRADE ONLY (continued)

Teachers who are easy and don't make you work hard.

8TH GRADE ONLY				SCHOOL GROUP								Total N %			
Choice	1 N %		2 N %		3 N %		4 N %		5 N %		6 N %		7 N %		
(0,1)	120	48	132	46	47	42	62	42	133	45	67	52	29	42	590 46
(2)	36	19	29	10	19	17	26	18	43	15	17	13	11	16	181 15
(3,4)	73	33	126	44	45	41	60	41	119	40	44	34	29	42	496 39
TOTAL	229		287		111		148		295		128		69		1267

ABILITY GROUPS															
Choice	High N %		Medium N %		Low N %		Total N %								
(0,1)	166	34	253	49	171	59	590	46							
(2)	74	15	70	16	37	13	181	15							
(3,4)	245	51	170	35	81	28	496	39							
TOTAL	485		493		289		1267								

Teachers who like me.

8TH GRADE ONLY				SCHOOL GROUP								Total N %			
Choice	1 N %		2 N %		3 N %		4 N %		5 N %		6 N %		7 N %		
(0,1)	193	83	217	77	90	80	108	75	241	82	97	77	40	58	987 78
(2)	30	13	55	19	20	18	31	21	43	15	27	21	22	32	228 18
(3,4)	10	04	12	04	3	02	7	04	11	03	3	02	7	10	53 04
TOTAL	233		284		113		146		295		127		69		1267

ABILITY GROUPS															
Choice	High N %		Medium N %		Low N %		Total N %								
(0,1)	386	79	371	76	229	79	986	78							
(2)	86	18	91	19	51	17	228	18							
(3,4)	15	03	27	06	11	04	53	04							

TOTAL	487		489		291		1267								

Item 13, 8TH GRADE ONLY (continued)

Classes where I get a chance to recite and talk things over with others.

8TH GRADE ONLY SCHOOL GROUP								Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0,1)	168 72	173 60	76 68	85 57	201 68	88 59	41 60	832 66
(2)	21 09	40 14	12 09	21 14	33 11	15 12	8 12	150 12
(3,4)	43 19	73 26	26 23	42 28	61 21	23 18	19 28	287 23
TOTAL	232	286	114	148	295	126	68	1269

ABILITY GROUPS								
Choice	High N %	Medium N %	Low N %	Total N %				
(0,1)	327 67	302 61	203 70	832 66				
(2)	52 11	62 13	36 12	150 12				
(3,4)	107 22	129 26	51 18	287 23				
TOTAL	486	493	290	1269				

Small classes: 15 or less in class.

8TH GRADE ONLY SCHOOL GROUP								Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0,1)	117 50	150 52	82 72	93 63	167 56	67 52	30 44	706 55
(2)	43 18	58 20	19 17	27 18	44 15	27 21	19 28	237 19
(3,4)	73 31	79 28	13 11	27 18	85 29	34 27	19 28	330 26
TOTAL	233	287	114	147	296	128	68	1273

ABILITY GROUPS								
Choice	High N %	Medium N %	Low N %	Total N %				
(0,1)	309 64	250 50	147 50	706 55				
(2)	76 16	111 22	50 17	237 19				
(3,4)	100 21	135 27	95 33	330 26				
TOTAL	485	496	292	1273				

Item 13, 8TH GRADE ONLY (continued)

Times when the teacher can give me special help by myself.

8TH GRADE ONLY		SCHOOL GROUP						
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	Total N %
(0,1)	195 83	240 81	91 81	118 80	220 74	105 83	50 74	1019 79
(2)	21 09	31 11	12 11	20 14	38 13	19 15	9 13	150 12
(3,4)	18 08	24 08	10 09	10 07	39 13	3 02	9 13	113 09
TOTAL	234	295	113	148	297	127	68	1282

ABILITY GROUPS				
Choice	High N %	Medium N %	Low N %	Total N %
(0,1)	374 77	395 80	250 83	1019 79
(2)	66 14	54 11	30 10	150 12
(3,4)	46 09	46 09	21 07	113 09
TOTAL	486	495	301	1282

Classes where all the children are about the same brightness.

8TH GRADE ONLY		SCHOOL GROUP							Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0,1)	178 76	196 69	70 61	111 75	223 75	93 72	37 54	908 71	
(2)	30 13	55 19	24 21	18 12	43 14	24 19	19 28	213 17	
(3,4)	25 11	35 12	20 18	19 13	31 10	12 09	12 18	154 12	
TOTAL	233	286	114	148	297	129	68	1275	

ABILITY GROUPS				
Choice	High N %	Medium N %	Low N %	Total N %
(0,1)	376 77	335 68	197 67	908 71
(2)	65 13	100 20	48 16	213 17
(3,4)	46 09	60 12	48 16	154 12
TOTAL	487	495	293	1275

Item 13, 8TH GRADE ONLY (continued)

Classes where bright children and slower children are together.

8TH GRADE ONLY								SCHOOL GROUP		Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %			
(0,1)	65 28	88 31	43 38	30 20	95 32	49 38	19 27			389 30
(2)	41 18	53 18	15 13	25 17	46 15	22 17	21 30			223 17
(3,4)	127 55	147 51	56 49	93 63	154 52	59 45	29 43			665 52
TOTAL	233	288	114	148	295	130	69			1277
ABILITY GROUPS										
Choice	High N %	Medium N %	Low N %	Total N %						
(0,1)	107 22	154 31	128 44	389 30						
(2)	85 17	89 18	49 17	223 17						
(3,4)	298 61	251 51	116 40	665 52						
TOTAL	490	494	293	1277						

Item 13 (12TH GRADE ONLY)

There should be a continuing effort to do much more to make school and studies more interesting and meaningful. Below are some things that have been done or suggested in various places. Check those two that would be of most help in making school more interesting and meaningful to you. Be sure you have checked only two.

- (0) Greater teacher interest in the students.
- (1) Harder courses, more challenging to the student.
- (2) Greater use of special techniques such as television, teaching machines, tape recorders, etc.
- (3) Greater teacher interest in subject matter.
- (4) Less lecture; more student reading and discussion.
- (5) More small group teaching with personal contact between student and teacher.
- (6) More emphasis on individual instruction and attention.

12TH GRADE ONLY				SCHOOL GROUP								Total N %				
Choice	1		2		3		4		5		6		7			
	N	%	N	%	N	%	N	%	N	%	N		%	N	%	
(0)	32	10	56	14	16	11	41	15	70	12	15	09	15	14	245	12
(1)	14	04	19	05	10	07	15	06	14	02	11	07	3	03	86	04
(2)	53	16	48	12	23	16	42	16	65	11	18	11	18	17	267	13
(3)	23	07	40	10	18	12	23	09	36	06	21	13	6	06	167	08
(4)	58	17	49	13	21	13	40	15	87	15	25	15	26	24	306	15
(5)	98	29	116	30	40	28	65	24	192	33	43	26	27	25	581	29
(6)	58	17	59	15	16	11	44	16	117	20	34	20	12	11	340	17
TOTAL	336		387		144		270		581		167		107		1992	
Choice	ABILITY GROUPS						Total N %									
	High		Medium		Low											
	N	%	N	%	N	%	N	%								
(0)	86	11	103	15	56	13	245	12								
(1)	55	06	13	02	18	04	86	04								
(2)	110	12	97	15	60	14	267	13								
(3)	69	08	57	09	41	09	167	08								
(4)	142	06	98	15	66	15	306	15								
(5)	281	31	184	28	116	27	581	29								
(6)	150	17	113	17	77	18	340	17								
TOTAL	893		665		434		1992									

Item 14, 12TH GRADE ONLY

About how many high school teachers have you had whom you would call truly stimulating and inspiring?

(0) 0 (1) 1 (2) 2 (3) 3 (4) 4 (5) 5 or more

12TH GRADE ONLY			SCHOOL GROUP												
Choice	1		2		3		4		5		6		7		Total N %
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
(0,1)	31	19	20	10	12	17	19	15	33	11	15	18	7	13	137 14
(2,3)	85	52	90	47	39	57	74	56	138	48	40	47	33	62	499 51
(4,5)	48	29	82	43	18	26	38	29	119	41	30	35	13	25	348 35
TOTAL	164		192		69		131		290		85		53		984

Choice	ABILITY GROUPS														
	High		Medium		Low		Total								
	N	%	N	%	N	%	N	%							
(0,1)	55	13	47	14	35	16	137	14							
(2,3)	239	55	167	51	93	42	499	51							
(4,5)	143	33	114	35	91	42	348	35							

TOTAL	437		328		219		984								

Item 15, 12TH GRADE ONLY

During this school year, about how many times have you had scheduled appointments (not incidental meetings) with teacher, counselor, or principal to discuss problems of job guidance or college plans?

(0) 0 (1) 1 (2) 2 (3) 3 (4) 4 (5) 5 or more

12TH GRADE ONLY				SCHOOL GROUP											
Choice	1		2		3		4		5		6		7		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N %
(0)	73	43	24	12	3	04	24	18	40	14	21	25	12	22	197 20
(1,2)	60	36	90	46	35	48	58	43	136	46	50	59	31	57	460 46
(3,4,5)	36	21	82	42	35	48	53	39	118	40	14	16	11	20	349 35
TOTAL	169		196		73		135		294		85		54		1005

		ABILITY GROUPS							
Choice	High		Medium		Low		Total		
	N	%	N	%	N	%	N	%	
(0)	70	16	61	18	66	30	197	20	
(1,2)	201	45	159	47	100	45	460	46	
(3,4,5)	176	39	118	35	55	25	349	35	
TOTAL	446		338		221		1006		

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Item 16, 12TH GRADE ONLY

In all schools there are students of high ability, of average ability, and of low academic ability. What effort do you think your school is making in order to meet the particular needs of these groups of students? For each group, check what you think is the degree of effort the school is making.

ABILITY GROUP	CHOICE
High Ability	(0) Great effort
Average Ability	(1) Moderate effort
Low Ability	(2) Average effort
	(3) Little effort
	(4) No effort

Amount of effort your school is making for high ability students.

12TH GRADE ONLY			SCHOOL GROUP						
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	Total N %	
(0)	51 30	104 54	24 33	38 29	177 62	20 24	30 56	444 45	
(1,2)	108 64	87 45	42 57	75 57	104 36	57 68	21 39	494 50	
(3,4)	9 05	3 02	7 10	18 14	4 01	7 08	3 06	51 05	
TOTAL	168	194	73	131	285	84	54	989	

		ABILITY GROUPS			
Choice	High N %	Medium N %	Low N %	Total N %	
(0)	189 42	165 49	90 43	444 45	
(1,2)	229 51	155 46	110 53	494 50	
(3,4)	28 06	15 04	8 04	51 05	
TOTAL	446	335	208	989	

Amount of effort your school is making for average ability students.

12TH GRADE ONLY			SCHOOL GROUP						Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %		
(0)	28 16	24 12	6 08	17 13	28 10	8 10	7 13	118 12	
(1,2)	124 73	163 85	63 86	100 76	227 81	62 76	42 78	781 80	
(3,4)	17 10	5 03	4 05	14 11	25 09	12 15	5 09	82 08	
TOTAL	169	192	73	131	280	82	54	981	
ABILITY GROUPS									
Choice	High N %	Medium N %	Low N %	Total N %					
(0)	56 13	40 12	22 11	118 12					
(1,2)	352 79	263 79	166 81	781 80					
(3,4)	37 08	28 08	17 08	82 08					
TOTAL	445	331	205	981					

Item 16, 12TH GRADE ONLY (continued)

Amount of effort your school is making for low ability students.

12TH GRADE ONLY										SCHOOL GROUP										Total N %
Choice	1		2		3		4		5		6		7							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
(0)	46	27	30	15	8	11	19	15	59	21	22	27	10	19	194	20				
(1,2)	82	49	115	59	41	56	75	58	163	58	29	36	30	56	535	54				
(3,4)	40	24	49	25	24	33	36	28	61	22	30	37	14	26	254	26				
TOTAL	168		194		73		130		283		81		54		983					

ABILITY GROUPS																				
Choice	High		Medium		Low		Total													
	N	%	N	%	N	%	N	%												
(0)	88	20	61	18	45	22	194	20												
(1,2)	256	57	179	54	100	49	535	54												
(3,4)	102	23	92	28	60	29	254	26												

TOTAL	446		332		205		983													

Item 17, 12TH GRADE ONLY

Many things influence a person's chance of becoming what he or she wants to be as an adult. Which two of the reasons mentioned below do you think most people would consider to be most important? Be sure you mark only two.

- | | |
|------------------------------|--------------------------------|
| (0) Family wealth | (4) Luck |
| (1) Learning ability | (5) Family status, position |
| (2) Hard work, perseverance | (6) Attending the right school |
| (3) Nationality, race, color | (7) Knowing the right people |

12TH GRADE ONLY			SCHOOL GROUP													
Choice	1		2		3		4		5		6		7		Total N %	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
(0)	47	14	58	15	21	14	45	16	81	14	30	18	14	13	296 15	
(1)	92	27	86	22	37	25	61	22	142	24	28	17	12	11	458 23	
(2)	76	23	92	24	33	23	58	21	138	23	31	19	29	27	457 23	
(3)	21	06	24	06	10	07	9	03	50	09	15	09	6	06	135 07	
(4)	5	01	6	02	4	03	4	01	12	02	1	01	0	00	32 02	
(5)	39	12	44	11	11	08	28	10	47	08	20	12	17	16	206 10	
(6)	17	05	27	07	10	07	27	10	26	04	15	09	8	08	130 06	
(7)	40	12	54	14	20	14	41	15	92	16	27	16	20	19	294 15	
TOTAL	337		391		146		273		588		167		106		2008	
ABILITY GROUPS																
Choice	High		Medium		Low		Total									
	N	%	N	%	N	%	N	%								
(0)	152	17	92	14	52	12	296 15									
(1)	181	20	152	22	125	28	458 23									
(2)	223	25	140	21	94	21	457 23									
(3)	51	06	51	08	33	08	135 07									
(4)	15	02	11	02	6	01	32 02									
(5)	86	10	76	11	44	10	206 10									
(6)	53	06	50	07	27	06	130 06									
(7)	133	15	102	15	59	13	294 15									
TOTAL	894		674		440		2008									

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Item 18, 12TH GRADE ONLY

Now, look at the list in Question 17 again. Which two reasons do you really feel are the most important? Check the two numbers below, using the descriptions in Question 18.

- | | |
|------------------------------|--------------------------------|
| (0) Family wealth | (4) Luck |
| (1) Learning ability | (5) Family status, position |
| (2) Hard work, perseverance | (6) Attending the right school |
| (3) Nationality, race, color | (7) Knowing the right people |

12TH GRADE ONLY		SCHOOL GROUP						Total N %
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	
(0)	21 06	29 07	6 04	21 08	44 08	8 05	5 05	134 07
(1)	120 36	128 33	58 40	95 35	198 34	56 34	36 33	691 35
(2)	117 35	123 32	56 38	94 34	189 33	58 35	43 40	680 34
(3)	9 03	16 04	4 03	5 02	21 04	8 05	2 02	65 03
(4)	7 02	9 02	2 01	10 04	11 02	3 02	0 00	42 02
(5)	13 04	23 06	2 01	7 03	31 05	6 04	5 05	87 04
(6)	17 05	23 06	11 08	16 06	32 06	11 07	6 06	116 06
(7)	30 09	38 10	7 05	25 09	53 09	15 09	11 10	179 09
TOTAL	334	389	146	273	579	165	108	1994

ABILITY GROUPS				
Choice	High N %	Medium N %	Low N %	Total N %
(0)	51 06	46 07	37 08	134 07
(1)	319 35	224 34	148 34	691 35
(2)	338 37	224 34	119 27	680 34
(3)	19 02	26 04	20 05	65 03
(4)	21 02	14 02	7 02	42 02
(5)	27 03	30 05	30 07	87 04
(6)	47 05	37 06	32 07	116 06
(7)	74 08	63 09	42 10	179 09
TOTAL	895	664	435	1994

Item 19, 12TH GRADE ONLY

Right now, what are your most realistic plans for the first year after high school? Be honest. Be realistic. Don't check college unless you are pretty sure you will go. (Nobody sees these questionnaires but the researchers.)

- (0) Four year college
- (1) Junior college, liberal arts
- (2) Junior college, technical
- (3) Trade school, craft or technical
- (4) Business, secretarial, clerical training
- (5) Nurse training or courses
- (6) Military service
- (7) Going to work (If work, what type? Be specific.)
- (8) Marriage and homemaking
- (9) Not much of anything; don't really know.

12TH GRADE ONLY		SCHOOL GROUP							
Choice	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	Total N %	
(0,1)	58 40	84 50	26 41	54 43	113 44	38 53	28 56	401	46
(2,3,4)	55 38	55 33	28 44	42 33	91 36	16 22	14 28	301	34
(6)	18 12	11 07	6 09	13 10	27 11	11 15	3 06	89	10
(7)	14 10	18 11	4 06	18 14	23 09	7 10	5 10	89	10
TOTAL	145	168	64	127	254	72	50	880	

ABILITY GROUPS									
Choice	High N %	Medium N %	Low N %	Total N %					
(0,1)	253 62	110 38	38 21	401 46					
(2,3,4)	110 27	107 37	84 46	301 34					
(6)	27 07	29 10	33 18	89 10					
(7)	18 04	44 15	27 15	89 10					
TOTAL	408	290	182	880					

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Item 20, 12TH GRADE ONLY

Assume that you are lucky enough to get into the line of work most interesting to you. What two reasons of those below are of greatest importance to you? Be sure you mark only two.

- (0) The work has high beginning income.
 (1) The work allows self determination, own decisions.
 (2) The work has good opportunity for advancement (low starting pay).
 (3) The work has medium pay, but high job security and permanence.
 (4) The work is pleasant, has friendly and nice people.
 (5) The work promises great community prestige and status.
 (6) The work involves great competition and sacrifice but has great rewards for winners (60-70 hour weeks).
 (7) The work involves helping other people.

12TH GRADE ONLY			SCHOOL GROUP												
Choice	1		2		3		4		5		6		7		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N %
(0)	33	10	40	11	13	09	30	11	60	11	12	07	10	10	198 10
(1)	52	16	63	17	29	21	47	18	73	13	21	13	25	24	310 16
(2)	62	19	56	15	26	18	39	15	90	16	27	17	16	15	316 16
(3)	27	08	49	13	14	10	29	11	77	14	17	10	13	12	226 12
(4)	82	25	76	20	33	24	63	24	97	17	33	20	15	14	399 21
(5)	8	02	12	03	0	00	3	01	22	04	3	02	2	02	50 03
(6)	19	06	16	04	7	05	14	05	43	08	11	07	6	06	116 06
(7)	47	14	68	18	19	13	40	15	100	18	39	24	18	17	331 17
TOTAL	330		380		141		265		562		163		105		1946

ABILITY GROUPS				
Choice	High	Medium	Low	Total
	N %	N %	N %	N %
(0)	87 10	63 10	48 12	198 10
(1)	161 19	102 16	47 11	310 16
(2)	117 14	110 17	89 21	316 16
(3)	99 11	77 12	50 12	226 12
(4)	161 19	142 22	96 23	399 21
(5)	25 03	15 02	10 02	50 03
(6)	60 07	43 07	13 03	116 06
(7)	155 18	103 16	73 17	331 17
TOTAL	865	655	426	1946

Item 21, 12TH GRADE ONLY

Some schools aim primarily at preparing students for the university. Others aim at the more general purpose of preparing students to become effective citizens, aware of things and persons in the world and ready to take on the responsibilities and concerns of the adult citizen. Others aim at the practical purpose of training students for specific kinds of work upon graduation. We recognize, as do you, that most schools have some sort of a mixture of these aims or programs.

Please read each of the descriptions below and decide whether you would like to attend that school as it is described. Check either YES or NO. Consider each one separately.

- (0) A school which is strong on university preparation, weak on actual job preparation, and does not stress preparation for effective citizenship.
- (1) A school which stresses university preparation, is also strong on preparation for citizenship, but does not stress job training.
- (2) A school which emphasizes preparing students for jobs. It does not stress university preparation but does stress preparation for effective citizenship.
- (3) A school which does not have a strong program in preparation for effective citizenship, but does emphasize preparation for university work as well as getting students trained for jobs after graduation.
- (4) A school which has a strong university preparation program as well as emphasis on training for jobs after graduation. It also stresses thorough preparation for effective citizenship.
- (5) A school which has a strong program for preparation for adult citizenship. It does not emphasize preparation for university work nor does it stress training for jobs after graduation.
- (6) A school which does not stress a program for effective adult citizenship. It does not emphasize either university preparation or training for job-holding after graduation.
- (7) A school which puts strong emphasis on training for jobs following graduation. It does not have strong programs in preparation for university or preparation for adult citizenship.

Frequency and percent of students responding "YES" to fictitious schools.

12TH GRADE ONLY			SCHOOL GROUP							Total N %
Choice	1	2	3	4	5	6	7			
	N* %	N %	N %	N %	N %	N %	N %			
(0)	10 06	13 07	6 08	9 07	21 07	11 13	3 06	73 07		
(1)	49 29	74 37	23 32	59 43	111 39	29 35	22 41	367 38		
(2)	88 52	66 33	26 36	53 39	153 54	37 45	23 43	446 46		
(3)	69 43	90 45	30 41	58 43	107 38	43 52	17 31	414 42		
(4)	151 89	190 95	66 90	122 90	276 97	78 95	52 96	935 96		
(5)	18 11	5 03	3 04	15 11	22 08	8 10	3 06	74 08		
(6)	11 07	5 03	3 04	4 03	15 05	6 07	1 02	45 05		
(7)	35 21	27 13	14 13	26 19	50 18	17 21	12 22	181 20		

*The N's refer to the number of students answering "YES" to each fictitious school description.

Item 21, 12TH GRADE ONLY (continued)

Frequency and percent of students, by ability group, responding "YES"

Choice	ABILITY GROUPS							
	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
(0)	38	09	16	05	19	09	73	07
(1)	224	51	87	26	56	26	367	38
(2)	138	31	162	49	146	68	446	46
(3)	171	39	138	41	105	49	414	42
(4)	426	97	321	96	188	88	935	96
(5)	22	05	21	06	31	14	74	08
(6)	11	03	13	04	21	10	45	05
(7)	37	08	73	22	71	33	181	20

Item 22, 12TH GRADE ONLY

Now, look through the above descriptions and decide which one most nearly describes the school you now attend. Place its number here.

Frequency and percent of students describing their schools as being similar to the fictitious school descriptions in Item 21.

12TH GRADE ONLY			SCHOOL GROUP						Total N %							
Choice	1		2		3		4			5		6		7		
	N	%	N	%	N	%	N	%		N	%	N	%	N	%	
(0)	7	04	9	05	7	10	6	04	3	01	7	09	7	13	46	05
(1)	11	07	48	24	8	12	20	15	47	17	11	14	27	50	172	18
(2)	20	12	9	05	5	07	10	07	20	07	5	07	2	04	71	07
(3)	36	22	23	12	11	16	29	21	28	10	16	21	2	04	145	15
(4)	59	36	98	50	30	43	50	37	162	57	27	36	13	24	439	45
(5)	2	01	2	01	2	03	4	03	17	06	4	05	1	02	32	03
(6)	14	09	4	02	3	04	6	04	3	01	3	04	1	02	34	03
(7)	13	08	3	02	3	04	11	08	4	01	3	04	1	02	38	04
TOTAL	162		196		69		136		284		76		54		977	

ABILITY GROUPS																
Choice	High		Medium		Low		Total									
	N	%	N	%	N	%	N	%								
(0)	21	05	17	05	8	04	46	05								
(1)	89	20	63	19	20	10	172	18								
(2)	15	03	28	08	28	13	71	07								
(3)	75	17	38	12	32	15	145	15								
(4)	198	45	150	45	91	43	439	45								
(5)	11	03	12	04	9	04	32	03								
(6)	13	03	14	04	7	03	34	03								
(7)	16	04	8	02	14	07	38	04								
TOTAL	438		330		209		977									

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Item 25, 12TH GRADE ONLY

Give the best answers you can to the following questions. Even though YES or NO may not reflect your exact feeling, indicate the direction of your feeling by YES or NO. Do not be concerned that the feeling is weak or strong.

- (0) When you know there are going to be one or two questions on an examination from outside reading assignments, do you usually read all the material?
- (1) Do you regard yourself as a harder worker in your classroom assignments than the typical high school student in your classes?
- (2) Do you think your fellow students in high school think of you as a hard worker?
- (3) Do you have a strong desire to excel academically?
- (4) Do you try to do most jobs a little better than what you think is expected?
- (5) Do you persist and continue even on dull and boring assignments?
- (6) Do you try harder to get on the honor roll than the average student in your class?
- (7) Have others (not your close friends) thought of you as one who "missed some of the fun" because of being so serious?

Number of students answering "YES" to each question

12TH GRADE ONLY									SCHOOL GROUP	
No. of YES*	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
6-8	19	11	19	10	10	14	13	10	41	14
3-5	68	40	83	43	33	45	45	32	115	39
0-2	82	49	92	47	30	41	80	58	138	47
TOTAL	169		194		73		138		294	

ABILITY GROUPS										
No. of YES*	High		Medium		Low		Total			
	N	%	N	%	N	%	N	%		
6-8	72	16	25	08	22	10	119	11		
3-5	170	38	139	40	90	41	399	40		
0-2	203	46	179	52	107	49	489	49		
TOTAL	445		343		219		1007			

* High score, 6-8 YES ; Medium score, 3-5; Low score, 0-2 YES. This scale provides a brief measure of a self-described attitude of persistency.

Item 26, 12TH GRADE ONLY

For these questions, indicate your answer by checking the column under A to the left or B to the right.

- (0) A. Do you often take unpopular personal positions that may put you against the group, or
B. do you tend to conform more closely to your group customs and thoughts?
- (1) A. Do you take popularity much for granted, or
B. are you frequently concerned about lack of popularity?
- (2) A. Do you usually work out decisions for yourself, or
B. do you often find yourself seeking guidance or advice from friends?
- (3) A. Are you only mildly to moderately concerned about others, or
B. greatly concerned (worried) about others.
- (4) A. Do you think you tend to be amply proud of yourself, or
B. perhaps not quite proud enough?
- (5) A. Generally, do you find yourself feeling plenty confident, or
B. very often not-so-confident?
- (6) A. Are you more on the aggressive side, or
B. more on the shy side in dealing with others in your group?
- (7) A. Do you generally think of yourself as a pretty good student, or
B. as one not-so-good?

12TH GRADE ONLY				SCHOOL GROUP												Total	
Correct	1		2		3		4		5		6		7				
Answers*	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
6-8	40	24	45	25	18	25	45	33	75	26	23	27	14	26	260	26	
3-5	100	59	117	60	41	57	71	52	159	55	45	53	27	50	560	56	
0-2	29	17	32	15	13	18	20	15	56	19	17	20	13	24	180	18	
TOTAL	169		194		72		136		290		85		54		1000		

ABILITY GROUPS									
Correct	High		Medium		Low		Total		
Answers*	N	%	N	%	N	%	N	%	
6-8	142	32	86	25	32	15	260	26	A
3-5	247	56	187	55	126	58	560	56	
0-2	55	12	66	20	59	27	180	18	
TOTAL	444		339		317		1000		

* High score, 6-8 correct; Medium score, 3-5 correct; Low score, 0-2 correct. This scale provides a brief measure of a self-described attitude of self-confidence.

Item 28, 12TH GRADE; Item 15, 8TH GRADE

How much education did your father and mother (or main guardian) obtain? Be sure to check one for father and one for mother. Guess if you are not sure.

- (0) 1 to 8 grades (3) Some college (no degree received)
 (1) 9 to 12 grades (4) College graduate with degree
 (2) Completed 12 grades (Diploma) (5) Advanced degree, MD, PhD, DDS, MA

FATHER'S EDUCATION

8TH GRADE			SCHOOL GROUP										Total			
Choice	1		2		3		4		5		6				7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
(0)	86	37	52	18	10	09	19	13	25	08	66	51	7	10	265	21
(1)	56	24	42	15	17	15	16	11	55	18	22	17	15	22	223	17
(2)	43	18	64	21	33	29	42	28	107	36	21	16	26	38	336	26
(3)	16	07	51	18	18	16	28	19	55	18	6	05	9	13	183	14
(4)	14	06	47	16	27	24	31	21	29	10	8	06	8	12	164	13
(5)	9	04	23	08	4	03	10	07	10	03	1	01	1	01	58	05
NA*	11	05	10	04	5	04	3	02	20	07	6	05	3	04	58	05
TOTAL	235		289		114		149		301		130		69		1287	

12TH GRADE			SCHOOL GROUP										Total			
Choice	1		2		3		4		5		6				7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
(0)	66	39	40	20	3	05	18	13	37	13	35	41	13	24	212	21
(1)	27	16	45	23	12	16	18	13	63	21	9	11	14	26	188	18
(2)	36	21	46	23	17	23	37	27	99	33	18	21	9	16	262	26
(3)	12	13	38	19	22	30	31	22	60	20	8	09	8	15	189	19
(4)	13	08	23	12	12	16	15	11	26	09	9	10	3	05	101	10
(5)	0	00	3	01	4	05	11	08	5	02	2	02	5	09	30	03
NA*	5	03	4	02	3	05	8	06	6	02	4	05	2	05	32	03
TOTAL	169		199		73		138		296		85		54		1014	

Choice	8TH GRADE				ABILITY GROUPS				12TH GRADE			
	High N %	Medium N %	Low N %	Total N %	High N %	Medium N %	Low N %	Total N %'				
(0)	58 12	108 22	99 33	265 21	70 16	74 21	68 31	212 21				
(1)	60 12	94 19	69 23	223 17	65 15	72 21	51 23	188 19				
(2)	125 25	149 30	62 21	336 26	124 28	83 24	55 25	262 26				
(3)	96 19	61 12	26 09	183 14	100 22	65 19	24 11	189 19				
(4)	102 21	44 10	18 06	164 13	61 14	32 09	8 04	101 10				
(5)	42 08	13 03	3 01	58 05	16 04	10 03	4 02	30 03				
NA*	14 03	23 05	21 07	58 05	9 02	14 04	9 04	32 03				
TOTAL	497	492	298	1287	445	350	219	1014				

*Number not answering.

APPENDIX F

School Group Descriptions

Description of the Seven School Groups Surveyed

School Group 1

Community. The four schools in this group are located in a predominantly agricultural area of approximately 1,400 square miles. About half the population of the area served by this school group lives in the two primary communities which serve as the commercial centers for the entire area, one with a population of 6,000, and the other with a population of 1,000. In addition to the primarily agricultural pursuit of the area are wineries, a canning industry based on the produce of local orchards and vineyards, and some mining activity.

Of significance to the educational needs of the area is a sizable proportion of Spanish-speaking people (about 40%), the preponderance of whom represent a low socio-economic stratum. The educational problem is further compounded by the compulsory migratory habits of many of these farm laborers. Recently the schools in this area have embarked upon a special educational program for the children of migratory farm workers, separate from the regular school program.

Schools. School 10 is a moderately-sized, consolidated high school accommodating the whole district of some dozen feeder schools. School 11 is a small town elementary school with a relatively high number of children from privileged homes, while school 12 is a country school with many Spanish-speaking farm labor families. School 13 is located in the smaller of the two major communities, where a large proportion of the residents are Spanish-speaking. Relevant information about the four schools appearing in the sample is summarized in Table F-1.

Table F-1					
School Group 1					
School	Grades	Number Students	Student/Staff* Ratio	Student Ability Ratio: High/Low	% Fathers w/12 or More Yrs. Educ.
10	9-12	1,172	23:1	1.3:1	43%
11	6-8	518	24:1	1.7:1	42%
12	5-8	180	21:1	0.3:1	35%
13	K & 4-8	293	24:1	0.6:1	27%

*Includes administrators, counselors, librarians, etc., in addition to teachers.

Of interest are the High/Low ability ratios. The expected ratio on nationally standardized tests is 1:1; School Group 1 and School Group 6 have the lowest overall ratios in the three-county sample with respect to high ability/low ability students. Not surprisingly, an inspection of father's educational attainment, used as a rough index of socio-economic level, shows fewer than 50% with 12 years of education in School Groups 1 and 6. Nearly all other school groups exceed the 50% level.

In response to the question: "All in all, how would you rate your school system?" the staff in this group indicated the following:

Outstanding	00%	Adequate	59%
Very Good	30%	Not Very Good	11%

The mean rating (1.183) is below the overall three-county mean of 1.646 and is the lowest self-rating of the seven school groups sampled.

School Group 2

Community. The schools in this group serve a city of 13,000 which is the center of an agricultural-tourist area. Its industry is primarily food-processing, and although the center of an agricultural area, it does not have the rural characteristics of many of the other commercial centers

in the three-county region. There is a sizable group of families in the professional-business class who live in a small town located about 10 miles from the city. There also is a fairly large proportion of Mexican-American families living in or near the city, but there is no migrant labor problem.

Schools. School 20 is a four-year high school serving six K-8 schools, two 7-8 schools, and ten K-6 or K-4 schools. The two junior high schools selected for the student survey represent the in-town population (school 21) and the professional-business colony (school 22). The staff sample included four additional elementary schools. Pertinent characteristics of the three schools used in the student sample appear in Table F-2.

Table F-2					
School Group 2					
School	Grades	Number Students	Student/Staff* Ratio	Student Ability Ratio: High/Low	% Fathers w/12 or More Years Educ.
20	9-12	2,800	21:1	4.3:1	56%
21	7-8	550	27:1	1.6:1	50%
22	7-8	535	24:1	3.7:1	78%
*Includes administrators, counselors, librarians, etc., in addition to teachers					

Note the discrepancy between schools 21 and 22 in the student ability ratio, and note, too, the correlative educational level of fathers with this ratio.

The staff was asked the question, "All in all, how would you rate your school system?" The response for the school group as a whole was

Outstanding	08%	Adequate	23%
Very Good	64%	Not Very Good	04%

The mean rating, 1.771 (between "adequate" and "very good" but closer to "very good") is slightly above the overall three-county mean of 1.646.

School Group 3

Community. This school group serves three small communities (1,500 to 2,000) located in a valley in a fairly rugged mountainous region. Tourism, lumbering, and sand/gravel industries provide the primary economic base. The entire valley which comprises this school group has about 10,000 people. The area has no extremes in terms of socio-economic groupings and the student body, therefore, is relatively homogeneous. Because of its relative isolation and lack of growth, the youth generally leave the area seeking opportunities elsewhere.

Schools. There are four schools serving the entire area: Two elementary schools, a junior and a senior high school. All four schools were included in our teacher sample, but only the junior and senior high school were used for the student sample. Pertinent characteristics of these schools are summarized in Table F-3.

Table F-3					
School Group 3					
School	Grades	Number Students	Student/Staff* Ratio	Student Ability Ratio: High/Low	% Fathers w/12 or More Years Educ.
30	9-12	601	20:1	3.5:1	79%
31	7-8	310	19:1	1.9:1	76%
*Includes administrators, counselors, librarians, etc., in addition to teachers					

Both the student ability ratio and father's education are above the mean for the three-county region as a whole. The staffs of the schools involved in the survey were asked how they would rate their school system. The response was as follows:

Outstanding	07%	Adequate	39%
Very Good	46%	Not Very Good	09%

The mean score was 1.500 (half way between "Very Good" and "Adequate"); somewhat below the overall three-county mean of 1.646.

School Group 4

Community. This town of approximately 12,000 consists of a fairly high proportion of economically and educationally favored families and is part of one of the three "metropolitan" centers in this three-county region. The population of the schools is almost entirely Caucasian and the social level of most families is distinctly middle class. Tourism, small business, and the professions provide the primary economic base. A fairly large number of retired people live in the community. The community also provides and supports, either in the city itself or in nearby cities, a diversity of cultural and artistic activities.

Schools. There are four elementary school feeding one junior high which in turn feeds the single high school. Only the junior and senior high school were used to gather the student sample; however, two of the elementary schools were included in the staff sample. Some pertinent information concerning the schools from which student data was collected appears in Table F-4.

Table F-4					
School Group 4					
School	Grades	Number Students	Student/Staff* Ratio	Student Ability Ratio: High/Low	% Fathers w/12 or More Years Educ.
40	9-12	1,175	18:1	3:1	72%
41	7-8	549	20:1	7:1	76%
*Includes administrators, counselors, librarians, etc., in addition to teachers.					

In terms of measured scholastic aptitude, as reflected in the student ability ratio, this school group is the most favored of all those included

in the sample, with the exception of School Group 7, which exercises selectivity towards its students.

When the staff was asked, "All in all, how would you rate your school system?" the responses were as follows:

Outstanding	10%	Adequate	28%
Very Good	60%	Not Very Good	01%

The mean rating of 1.795 (almost "Very Good") is the second highest of the seven groups sampled and above the overall three-county mean of 1.646.

School 5

Community. This community is in one of the three major population centers in the three-county region. Within this population center, it is the poorest of the communities in socio-economic terms. It is located near a large military installation which is the main "industry" of the community. A large proportion of the citizens are military families and, as such, are not permanent residents. There is a substantial Negro population whose socio-economic level is appreciably lower than the rest of the community. The schools in this community are part of a larger school district, but the community does have a high school located within its boundaries. Despite the many problems, the community is energetically attempting to improve conditions and is experiencing a fairly rapid growth rate. In addition to the military installation, there are substantial retail and service type business activities.

Schools. There are eleven elementary schools (some located on the military base), two junior high schools, and one three-year senior high school in this group. Information pertinent to the three schools from which student data were collected appears in Table F-5. Three elementary schools were included in the staff sample.

Table F-5					
School Group 5					
School	Grades	Number Students	Student/Staff* Ratio	Student Ability Ratio: High/Low	% Fathers w/12 or More Years Educ.
50	10-12	1,450	21:1	1.6:1	66%
51	7-9	605	17:1	0.8:1	58%
52	7-9	771	19:1	1.9:1	86%
*Includes administrators, counselors, librarians, etc., in addition to teachers					

School 51 serves those elementary schools in the predominantly Negro neighborhoods and school 52 serves the military population. The expected socio-economic effects are reflected in the student ability ratios and the fathers' education level.

When staffs from the five schools in this school group were asked, "All in all how would you rate your school system?" they answered:

Outstanding	10%	Adequate	24%
Very Good	64%	Not Very Good	03%

The mean score of 1.806 (practically "Very good") is the highest self-rating of all the school groups sampled.

School Group 6

Community. This school group is located in and around a small town of 2,500, located in a very large agricultural valley. Despite its small size, the town is the largest settlement within a 20-mile radius. Fruit and vegetable growing, dairy farms, and some food processing are the main economic activities. The town itself supports a few small businesses but it is not a thriving, aggressive commercial center. A substantial proportion of the permanent population is Mexican-American, and the overall socio-economic level of the area is the lowest of the areas sampled in this survey. The community is essentially isolated from any center of cultural or artistic activity.

Schools. One high school and five feeder schools serve the area. Information on the sample schools is presented in Table F-6.

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Table F-6					
School Group 6					
School	Grades	Number Students	Student/Staff* Ratio	Student Ability Ratio: High/Low	% Fathers w/12 or More Years Educ.
60	9-12	629	22:1	0.7:1	46%
61	K-8	246	20:1	0.4:1	13%
62	K-8	650	29:1	0.5:1	30%
63	K-8	80	16:1	1.3:1	42%
*Includes administrators, counselors, librarians, etc., in addition to teachers					

This school group has the poorest High/Low student ratio and the lowest overall level of fathers' education (used as a rough index of socio-economic level) of all the groups included in the sample. When staffs of the participating schools were asked to rate their school system they responded as follows:

Outstanding	05%	Adequate	36%
Very Good	51%	Not Very Good	08%

The mean rating of 1.406 (slightly less than halfway between "Very Good" and "Adequate") is one of the lowest self-ratings of the seven school groups sampled and is below the overall three-county mean of 1.646.

School Group 7

Community. This school group is located in the center of one of the large metropolitan areas in the three-county region. Because it is one of the few Catholic parochial high schools in the region, the high school does not draw its students from any single, easily-described community, but rather from families spread over a wide area. For the most part, the high school student body comes from relatively favored families and contains few representatives of commonly acknowledged disadvantaged groups. The 1-8 feeder schools in this group are more apt

to reflect their local communities since they are less centrally located than the high school.

Schools. There are three 1-8 grammar schools feeding the single 9-12 high school. The high school and two of the grammar schools were included in the sample for this school group and both student and teacher data come from this sample. Table F-7 summarizes information on the schools.

Table F-7					
School Group 7					
School	Grades	Number Students	Student/Staff* Ratio	Student Ability Ratio: High/Low	% Fathers w/12 or More Years Educ.
70	9-12	314	16.5:1	7.7:1	48%
71	1-8	309	38.6:1	3.2:1	68%
72	1-8	300**	37.5:1**	1.3:1	42%
*Includes administrators, counselors, librarians, etc., in addition to teachers					
**These figures are only an approximation					

The figures seem to indicate a high school student body of exceptional ability although the educational attainment of fathers is not correspondingly high. There is also some contrast between schools 71 and 72 with respect to ability ratio and educational attainment of fathers, possibly reflecting the fact that school 71 is located in the area serviced by School Group 4, a favored area, and school 72 is in a lower-class to middle-class community with less apparent wealth and education.

The staff was asked "All in all, how would you rate your school system?" The results are give below:

Outstanding	00%	Adequate	49%
Very Good	46%	Not Very Good	06%

The mean rating of 1.400 is quite low, compared with the three-county mean of 1.646.